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ABSTRACT

As a part of a study of educational wastage in Asian countries by the United Nations Educational, Scientific , and Cultural Organization, this summary review reports the incidence of dropout and retardation in public elementary schools in the countries included in the study (mainly Afghanistan, Malaysia, Nepal, and the Philippines). It is noted that the majority of Asian countries had a high incidence of dropouts during the first three to four grades. It is also noted that most countries reported more incidence of dropouts in rural areas than in urban areas and that more dropouts were attributable to girls than to boys. The report lists factors which are contributory to the high rate of dropout and retardation, and 14 suggested remedial measures to minimize the wastage are listed. Tables and graphs are interspersed throughout the document to point out data pertinent to the study. A related document is RC 004 292. [Not available in hard copy due to marginal legibility of original document.] (EL)

[Selected Reports from the Technical Seminar on Educational Wastage and School Drop-Outs, with Summary Review of Country Reports]

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Bangkok, September 1966

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UNITED NATIONS EDUCATIONAL,
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TECHNICAL SEMINAR ON EDUCATIONAL WASTAGE AND SCHOOL DROP-OUTS
(Bangkok, 5-12 September 1966)

Summary Review of Country Reports

BK/66/D/145

RC004293

Introduction

1. The guidelines for the preparation of the country reports solicited the following from each country: (1) a statement of the magnitude of wastage, (2) an account of studies or researches made on the subject, (3) a bibliographical list of articles, reports, and other publications, (4) an analysis of the socio-economic, educational and miscellaneous causes of wastage, (5) an account of the remedial measures that were tried out to minimize wastage, and (6) suggestions for common research designs and methods of carrying out such studies and action programmes. The country reports received on time by the Unesco Regional Office for Education in Asia were duplicated and distributed to the participants. Aside from these background materials, each of the participants presented a summary of his own country report.

2. It is not the purpose of this paper to summarize in detail the reports submitted. This has been ably done by the participants themselves. Instead this paper attempts to focus attention on the incidence of wastage, its causes, and the remedial measures being undertaken to minimize wastage in Asia as a whole, with the hope that a summary drawn from the country reports, might provide a general overview of the extent and significance of the problem and thereby induce goverments to initiate or undertake more functional studies and action programmes in order to minimize educational wastage in their own countries.

The Incidence of Wastage

3. The quantitative aspects and financial implications of school wastage in Asia are presented in the Unesco paper EDWAST/4 and need no further elaboration here. However, mention may be made of the following general conclusions, drawn from the various country reports, which are considered significant:

a. The incidence of wastage at the primary level of education for each of the countries of Asia, where information is available, has apparently remained constant during the years under review. The variations were considered statistically insignificant. Burma, for example, had its incidence of wastage from 89% in 1923 to 88 in 1940. After the second World War (1955 to the present) the incidence also remained constant at 84%, though there was some slight improvement over the pre-war years. India reported that the variations of wastage in cohort tracings from base years 1950-51 to 1956-57 were statistically insignificant. The incidence of wastage in the Philippines for base years 1953-54 to 1956-57 remained fairly constant, but showed significant improvement for the base year 1957-58, though it is still early to tell whether this trend will continue.

b. The majority of Asian countries had a high incidence of dropouts during the first three to four grades of the primary curriculum ranging from 40 to 60%. Malaysia, on the other hand, reported that its dropout ratio was only 30% between grades I and VI. Between any two grades, the dropout rate ranged from 1% to 8% only. Iran also reported a lower incidence of dropouts, while in Japan the incidence of wastage is practically negligible.

c. Most of the countries of Asia reported that there is more incidence of dropouts in rural areas than urben areas, and among girls than among boys. The Philippines, however, has more repeaters ana dropouts among boys than girls, an indication apparently of the strong desire of women to gain status through education.

d. Inferences may be drawn from the country reports among which are (1) that over-aged children are more likely to drop out of school than those whose age corresponds to the normal grade placement and (2) that schools which are staffed by unqualified teachers have a higher rate of dropouts.

e. Thailand has apparently resolved its dropout problem by not allowing pupils to drop out once registered in the school records though they may have very low attendance records or may rarely come to school at all. They are classified as grade repeaters. The incidence of retardation for grades I-IV has declined from 21.05% in 1961 to 17.10% in 1965. Grade repetition varies according to grade levels (highest in the first few grades) geographical and climatic difficulties, and characteristics of schools and communities.

f. Stagnation is a problem in most Asian countries, but not in Malaysia and Japan. Malaysia has resolved its stagnation problem through the adoption of the automatic promotion system in the schools.

g. Japan has resolved its wastage problem through strict enforcement of its compulsory education law and seeing to it that every child goes to primary education except those exampted by the government.

4. The total magnitude of school wastage in Asia brought about by dropouts and retardation is apparently high and is an increasing concern of governments. There are very few studies, however, that have ascertained the true extent of dropouts or retardation acting alone or in combination. Further investigations of the extent and magnitude of wastage in each of the grades and levels of education are deemed desirable.

Causes of Wastage

5. The causes of wastage have been categorized by most countries of Asia a due to (1) socio-economic, (2) educational, and (3) miscellaneous considerations, ranked in that order. Poverty, ill health, the use of child labour at home, as well as augmenting the meagre earnings of the family, negative parental attitudes towards education, cultural differences in the country, strong adherence to religious beliefs and traditions are most frequently mentioned under socio-economic conditions that influence the incidence of dropouts. Under educational factors, the most frequently mentioned are : ill-adapted or unfunctional curricula, poor and ineffective methods of teaching and learning, defective systems of evaluation, weak integration of school work and activities in relation to the child's environment, lack of textbooks ans poor administration and supervision of schools. Onerous money contributions as indicated in the Philippines, heterogeneity in age composition of the pupils, death in the family, irregular attendance and population mobility were listed under miscellaneous factors.

6. The causes of wastage for analytical purposes may however be grouped under two main headings, namely: (1) the factors and conditions that pre-dispose to dropout and stagnation and (2) the schools' reactions or responses. The predisposing factors include those that appertain or are related (1) to the family, such as parental indifference to education, lowe educational achievement and occupation of parents, low income of the family, family interactions tratitions, and relationships; (2) to the child, such as ill health, lack of interest in learning, retarded growth and development, his place in the family, age and sex and (3) to the community, such as attitudes, perspectives, stage of socio-economic development, cultural statuses and conditions. How the schools react to these predisposing factors is reflected through the manipulation of the educational variables, such as the curriculum, the teacher and his methods of teaching, the system of examinations to assess pupils' achievement, the adequacy of the physical plant, equipment and instructional facilities, the soundness of school-community relations, the quality of leadership in the schools and other school services that determine the holding power of the schools.

7. While the causes of wastage have been identified through studies and observations and are apparently common to most countries of Asia, there are no studies reported that indicate the extent or degree that each predisposing characteristic or educational variable actually operates within the total context of the phenomenon. It appears that the causes of wastage are usuallly taken from the opinions of the pupils, parents, and teachers and that the incidence of wastage has been related to circumstancial evidence that may be gathered from the conditions and statuses of the child, the family and the community and from observations and assumptions regarding the operation of the schools' programmes, It seems evidently necessary to test the validity and significance of such causes, for there may be other contributing factors that are more critical and operative in the appearance of the phenomenon. It may even be possible that the direct and indirect causes of dropouts and failures may differ in their intensity of operation, not only between grades at a particular level of education, but also at different levels of education. What may be considered as major causes of wastage in the lower level not necessarily be the main causes at other levels of education.

Remedial Measures

8. Designing and adopting remedial measures and programmes to minimize educational wastage are based upon the results of investigations on the various causes that directly or indirectly influence the incidence of dropouts and stagnation. A country can only design a functional programme, applicable and suitable to its needs and requirements, if that particular country has conducted its own investigations and brought out the importance and/or priority of specific causes of wastage upon remedial measures can correspondingly be developed.

9. The causes of wastage in most of the countries of Asia appear to be grouped in this rank order: (1) socio-economic, (2) educational and (3) miscellaneous considerations, they therefore require a multilateral approach-socio-economic measures and reforms, educational innovations, productivity incentives and devices, full employment machinations and broad health measures.

While it is true that the causes of low enrolment, high wastage and stagnation, and some other forms of educational inefficiency can, to a certain exetnt, be treated within the education sector, yet it must be admitted that socio-economic reforms and broad social measures can better be dealt with by other government agencies.

10. There are indications that the educational authorities of each of the countries, within their limited resources and with the assistance of civic and international organizations have adopted measures to minimize educational wastage. The Royal Afghan Ministry of Education has taken steps to strengthen the holding power of the schools through improvements in the schools' educational programmes, the preparation of teachers, provision of textbooks and other instructional materials, expanded school facilities and better educational policies and services.

11. Burma has initiated measures to minimize stagnation by raising the initial qualifications of teachers, improving the quality and period of teacher education, giving training in better methods of teaching, reducing teacher-pupil load, using more sceintific methods of evaluating children's achievement, improving the physical plant and instructional facilities, and other innovations to improve the services of the schools.

12. Ceylon adopted remedial measures such as providing free mid-day meals, reduced transportation fares for school children, providing free school textbooks and sewing materials to the needy, increasing the educational opportunity of children and improving the curricula to meet the needs, interests, and abilities of children.

13. India implemented remedial measures such as the "three hours schooling" scheme, the activity methods in Grades I and II, the recruitment of good teachers in standards I and II, nutrition health programmes, the parallel classes organization and the ungraded school unit. In different parts of India, measures like free ships to all students, free stationery, free uniform, free school lunch and milk, better pre-service and in-service teacher training programmes are being implemented in varying proportions to minimize wastage.

14. Iran is taking steps to educate the parents of children to obviate their negative attitude towards education, organize special courses for slow learners, revise curricula, and improve methods of teaching.

15. The Government of Japan was able to minimize wastage by strict enforcement of the compulsory attendance law, abolition of examinations, free compulsory primary education, raising the standards of school facilities and equipment, and providing financial incentives and otherwise to make the children stay in school.

16. The operation of the policy on automatic promotion in the primary grades in Malaysia has made wastage due to stagnation negligible.

17. Nepal has adopted measures to increase the holding power of the schools by initiating improvements in the curriculum, in the pre-service and in-service training of teachers, in having better physical and instructional facilities, in evaluating the results of instruction and in providing free school meals.

18. The Philippines introduced educational innovations designed to improve the school's curricula and teaching methods, humanize instruction, revise promotion policies to give emphasis on social growth and chronological age, strengthen guidance services and pupilteacherparent relationships.

19. Thailand has effected measures for stricter enforcement of compulsory ecucation, improvement of policies affecting evaluation of instruction, recruitment of more qualified teachers and more effective curricular programmes and supervision. An experimental project was launched in 1964-65 designed to try out conceivable solutions for improving the total school programme with a view to reduce retardation.

20. The steps that are being taken by countries of Asia to minimize educational wastage appear to be focussed on an overall strengthening of the schools' holding power including the education of parents, the provision of socio-economic measures such as free ships (textbooks, uniforms, meals, transportation) to aleviate the financial burden of the parents in sending their children to schools, and in experimentally implementing various organizational measures such as parallel classes, ungraded unit, activity classes and the like.

21. The efficiency of each of the measures to minimize educational wastage has not been adequately assessed, and while a measure may be found functional in one country, it does not necessarily follow that it will be applicable to any other country. Each country can only design and implement effective measures to minimize wastage if these are based upon its own research studies indicating the priority of causes and upon the availability of financial resources, the competence, progressiveness and initiative of the administrative supervisory teaching staff and the support given by school authorities and the community as a whole.

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(Bangkok, 5 - 12 September 1966)

THE PROBLEM OF EDUCATIONAL WASTAGE AND DROP-OUTS IN THE AFGHAN PRIMARY SCHOOLS

BY

DR. NIAMATULLAH PAZHWAK

REPORT OF AFGHANISTAN

BK/66/GD/119

THE PROBLEM OF EDUCATIONAL WASTAGE AND DROP-OUTS IN THE AFGHAN PRIMARY SCHOOLS

I - The Magnitude of the problem:

It might be helpful for the reader to know that primary education in Afghanistan is free and compulsory to every child between the ages seven to twelve. This level of compulsory primary education consists of a six year schooling.

During the past two Five-Year Plans (March 21, 1967 is the end of the second Five-Year-Plan) the number of primary schools has increased from 348 to 751 and the number of students attending these schools has increased from 99,672 to approx. 310,000 students. Despite this rather impressing expansion, the Royal Afghan Ministry of Education has been able to provide Primary Education to only about 16% of the total primary school age population. The number of girls and girl schools is far more limited than the number of their male counterparts as shown in the following data:

	Number of Schools	Number of students
Boys	621	259,164
Girls	110	50,836

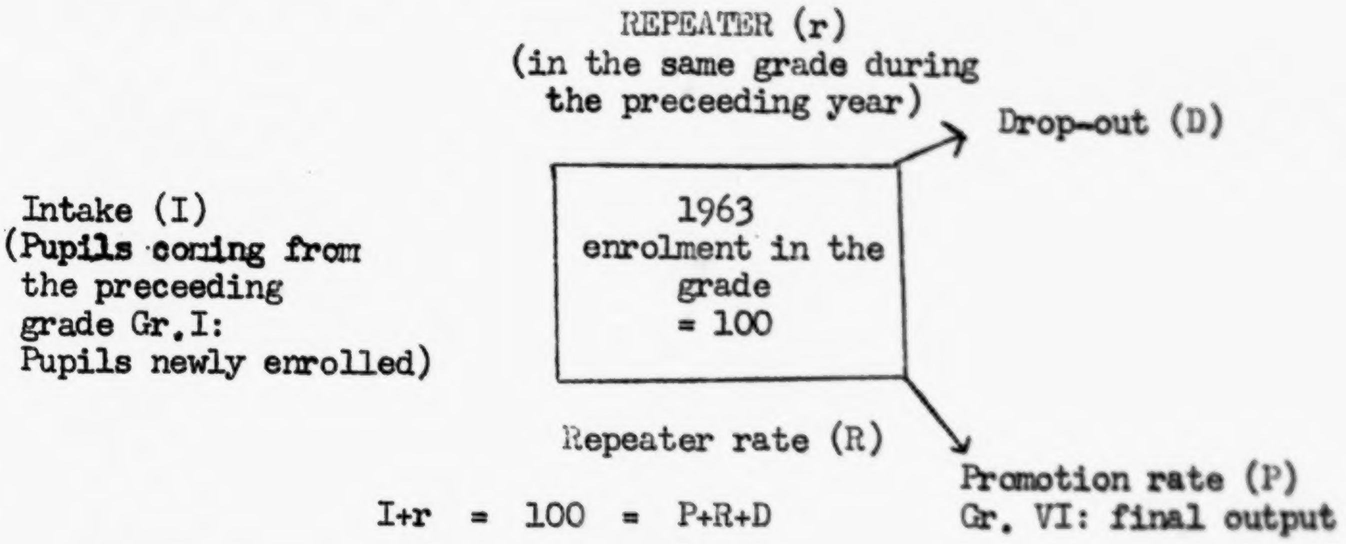
The main problem in Afghanistan is not to enroll a higher percentage of children in the schools but to keep in school the present limited percentage of them year after year.

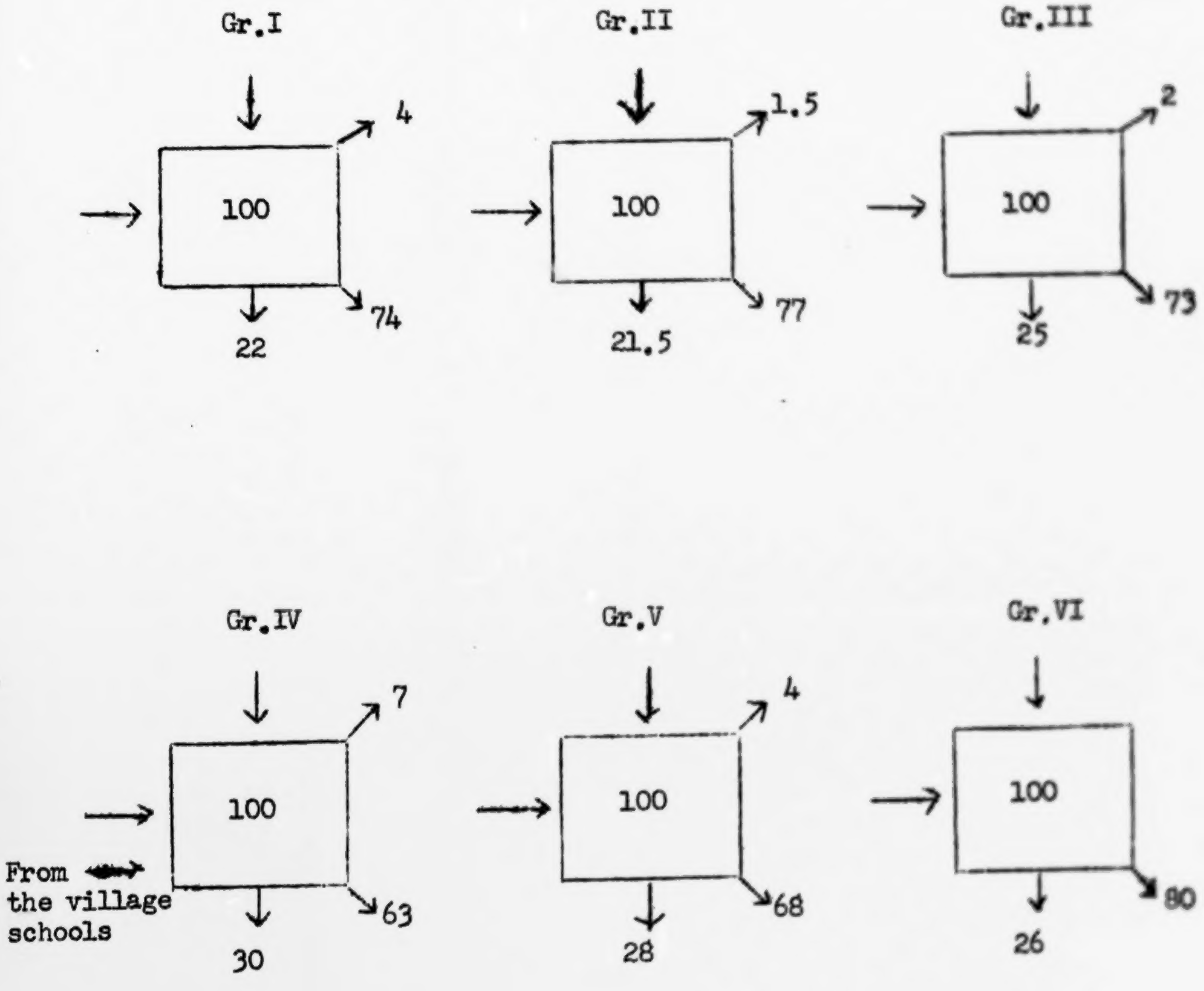
The writer offers his apology by stating that no systematic studies have been made on school drop-out and grade repetition in Afghanistan. The few attempts made in this direction are very limited and incidental. Nevertheless, the writer will rely upon these studies, the available literature on the problem and his own experiences.

In 1949 a three-man delegation from Unesco had been invited to make a survey of the Afghan educational system. It is stated in their report that Afghanistan is among those countries which have the lowest school holding power. The graveness of the issue will be realized by the following percentages:

There is only 16% of the school age population in the primary schools. Less than 50% of the first graders can finish an elementary school, only 8% of them graduates from the twelfth grade of a lycee.

The Unesco Planning Team of the Ministry of Education in a report entitled "Education in Afghanistan, 1964" gives the promotion, and drop-out rates estimated for each primary school grade of 1963 enrolment as shown on the next page.


REPEATER (r)
(in the same grade during the preceeding year)
Drop-out (D)
Intake (I)
(Pupils coming from the preceeding grade Gr.I: Pupils newly enrolled)
1963
enrolment in the grade
= 100
Repeater rate (R)
Promotion rate (P)
Gr. VI: final output
I+r = 100 = P+R+D


Gr.I
4
100
22
74
Gr.II
1.5
100
21.5
77
Gr.III
2
100
25
73
Gr.IV
7
100
From
the village
schools
30
63
Gr.V
4
100
28
68
Gr.VI
100
26
80

*: Taken from figure 13 of the report.

The report also indicated that out of the total number of students % of boys and % of girls graduated from the primary schools in the academic year. The rest have either dropped out or failed. (For the theoretical school life of a group of students, see the attached sheet.)

II - Causes of Drop-out and grade repetition.

An American educationist has said "The phenomenon of drop-out, as such, is as ancient as the schools themselves ..... It holds true today that in most of the nations of the world, education beyond a minimum stage is considered the privilege of a small selective group."

Factors forcing students to leave schools before completion or to fail in grade examinations are numerous, complicated and interrelated. Eliminating any of the factors would mean a long step toward the solution of the problem. It is true that significant factors contributing to students' drop-out and even failure are unfortunately out of the school boundary. Still the roles of the school and education officials cannot be minimized.

In Afghanistan the major causes for students' drop-out and failure are:

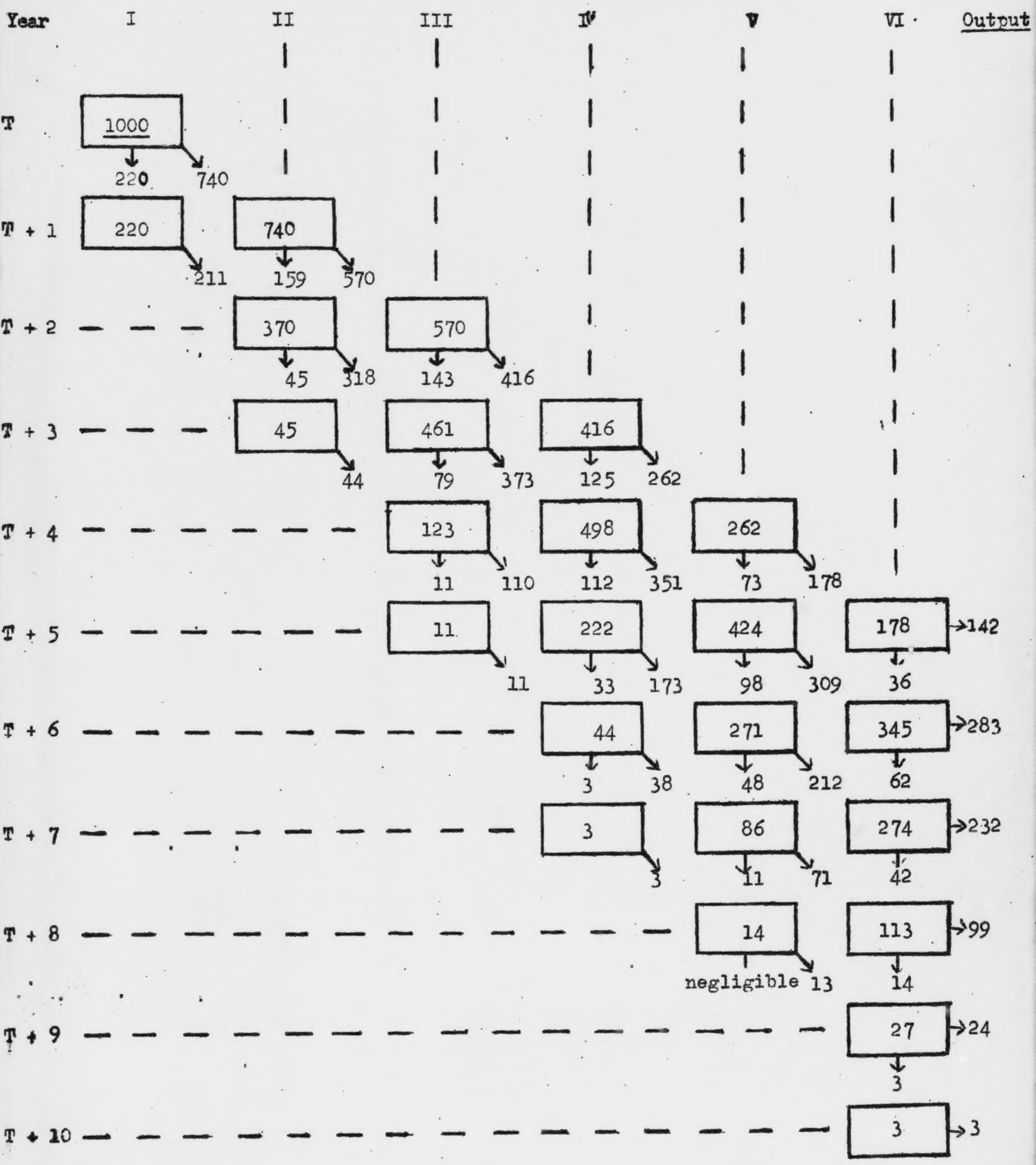
A - Poor economic and social conditions of the families:

Poor family conditions encourage youngesters to earn and develop in themselves lure for a job as early as possible. The help of the child is indispensible on the farm, in the shop and around the house. The contribution of children to the families' economy under these circumstances is becoming so important that the parents forget the long investment in education and they begin to prefer their children's earning than learning. Dr. James B. Conant in his book entitled, "Slums and Suburbs" writes about the poor American families "The only possession most of these families have is children...... These children are barefooted, hungry, sick, distressed.... We realize that little or nothing can be done for or with the parents of the children who face such serious problems in their homes. These problems directly affect the child's health, attendance, emotional and personal adjustment, his learning and his progress (or lack of it) in every respect."

Another group of parents is indifferent or opposed to education beyond religious instruction of the mosque. Thus low esteem for education in general has been considered one of the vital factors in school drop-out and wastage. Most of the parents are either illiterate or poorly educated. They lack faith in education and in many ways they give the same type of feelings to their offsprings. An interesting study was conducted by the Arkansas State Department of Education (USA) where they found a direct correlation between the parents' level of education and the drop-out rates among their children and vice versa.

Fig. 14

Theoretical school life of a group of
1000 pupils newly enrolled in grade I


Year
I
II
III
IV
V
VI
Output
T
1000
220
740
T + 1
220
740
211
159
570
T + 2
370
570
45
318
143
416
T + 3
45
461
416
44
79
373
125
262
T + 4
123
498
262
11
110
112
351
73
178
T + 5
11
222
424
178
142
11
33
173
98
309
36
T + 6
44
271
345
283
3
38
48
212
62
T + 7
3
86
274
232
3
11
71
42
T + 8
14
113
99
negligible
13
14
T + 9
27
24
3
T + 10
3
3

Total output 783

Total number of school-years spent = 6 720

Average per pupil = 8,58 years (6720/783)

Another reason for parents and communities' distaste for primary education can be seen in the following quotation:

"There are no jobs at the level which young people consider proper for themselves, and so, having wasted their country's money on their education, they proceed to waste their family's resources on their maintenance".

B - Lack of a proper primary school programme:

The existing curriculum of the Afghan school, regardless of its level, consists of a fixed body of subject matter which has to be covered by teachers in a certain amount of time. The writer believes that the curriculum of the primary schools is neither adequately suited to the needs, abilities, and level of understanding of the children, nor is it related to the practical life situation of the communities. In such a curriculum "there is always the danger that the less able, the slow maturing, the handicapped, the sensitive, and the insecure may become victimized by failure and frustration in competition with the more favoured...... Bright children become bored; slow children become discouraged; disturbed children become delinquent."

In spite of the high drop-out rate, the overall goal of primary education is preparation for the secondary schools and of the secondary education a preparation for the universities. "An educational programme designed for acceleration and higher achievement that does not take into account emotional readiness as well as intellectual capacity will inevitably accomplish the reverse of its objective with some youngsters."

In primary schools the problem of languages is more severe than anything else. The mother tongue is, of course, the medium of instruction. The child, moreover, begins studying some of the religious instruction in Arabic from the first grade onward and the second national language from the fourth grade onward. There are some children of minorities who speak different languages and dialects and do not understand either of the two national languages. Such a situation eventually develops reading disability which is considered another contributing factor in school drop-out and wastage.

The improvement of the curriculum itself is one of the most significant factors in strengthening the retention power of the school. In these schools an effective programme of art, music, physical education, and other types of extra-curricula activities should be introduced.

C - Lack of well-trained teachers and better methods of teaching.

The expansion of primary education in Afghanistan is so rapid and urgent that it is almost impossible to staff all of the schools with professionally trained teachers.

Preparation for competent teachers and adequate materials as well as modification of policies and regulations should go hand-in-hand. At present, classes are overcrowded and with conventional methods a teacher can not reasonably help all the students. "The methods of teaching generally employed in the elementary schools are essentially verbalistic, memoriter, authoritarian and dogmatic in character."

Teaching is both an art and science. The writer thinks that it is wrong to assume that if a teacher knows his dicipline well, he need not worry about the art of teaching. A primary school teacher as well as all teachers should know about child psychology, psychology of learning, methods, principles and techniques of teaching. Both competency in the subject matter, and skills in the teaching processes, will make a teacher successful. Dr. Mirian Van Water while describing "a common path to delinquency" says: "It begins with inappropriate curriculum and methods of instruction; these result in lack of success; this leads to dissatisfaction with school; then follows truancy; then membership in an undesirable gang; then stealing or other delinquency; and finally a court sentence, which alienates the boy or girl from his normal group and increases his problems of social adjustment."

D - Lack of Students Guidance:

Studies have shown that generally the drop-outs are a heterogeneous group having a full range of IQs; more than half of them have at least average intelligence. The development of a desirable programme of guidance, a bit of intelligent advice and sympathetic approach can save many of these students from failure and leaving school. Both guidance and instruction should be complementary parts of a school programme. In fact the whole school curriculum should be guidance-oriented. Students' guidance is totally non-existant in the Afghan school system. Capable teachers can be trained through inservice training courses, and seminars in mental hygiene and student-personnel services. The development of an in-service programme of guidance for teachers and a better system of cumulative records would help teachers to detect the potential drop-outs as early as possible. Low attendance, tardiness, and reading disability could be symptoms of deeper social and emotional problems which, if ignored by the school and family, would end with school-leaving and many other serious consequences. Through research a close relationship has been found between drop-outs and crime committing.

Teachers are good counselors in the area of curriculum choices, study habits, behaviour problems and social adjustments.

It was pointed out earlier that children of ages seven to twelve are entitled to be enrolled in the primary schools, but because of late admission to the first grade frequent grade repetition and other reasons, the average age of primary school students is fairly high. Particularly, the strict promotion policy has dampened the school with older disinterested, dull students; consequently the quality of education is threatened.

The purpose of stating the above points is to indicate that a considerable number of the students in the primary schools is adolescent. The rebellious nature of the adolescents no longer fully accepts the strict and authoritarian regulations of the school. On the other hand, lack of understanding, patience and skills have prevented the school staff from accepting these problems and help the students solve them as smoothly as possible. The preceding points bring out another important aspect of the school; i.e., human relations. "When human relations are bad in the school or at the home, the instruction is interrupted. They make it impossible for a child to listen and to hear what is being said. They interfere with the carrying out of home assignments. When they become intolerable, pupils escape into truancy or leave school at the earlier opportunity." An effective guidance programme brings together teacher and students, home and school, instruction and learning.

The aim of the school guidance programme suggested by the writer is not only the academic knowledge that a student gains; it is the total personality growth which is involved. The school should have a flexible schedule and an enriched programme of learning activities. Provision for remedial programmes should be an imperative part of the school programme. In some cases the establishment of special classes might be helpful on an experimental basis. The primary school is less affected by the pressure of the rigid academic tradition. It lends itself to many experimentations in the field of curriculum organization, scheduling and methods of teaching.

E - Lack of proper school and community relations:

School and its local community are inseparable parts of each other. They should be drawn together and contribute to one another. People of every community have the right to take part in the development of educational objectives and programmes of their schools. Without the community's participation, understanding, and support, schools cannot perform their duties successfully. Generally speaking, our schools are like isolated islands in the local communities. Efforts have been made to make the school a center of interest and activities for the rural people. As a result we have many community schools in various provinces of Afghanistan. Parents are invited to take part in the activities of these schools. On the other hand, the staff and the students are helped to play constructive roles in community life. In this way positive attitudes and understandings are developed on both sides which have naturally contributed to the lightening of the school drop-out and wastage.

It should be pointed out at the end of this discussion that one can count hundreds of factors affecting children's education and the causes why some of them fail or drop-out.

The limited school budget, poor facilities, improper system of education, grade overcrowdedness are additional factors considered by the writer more responsible for students' repetion and drop-out in Afghanistan.

III - Some of the measures for improvements:

Educational problems cannot be solved overnight. It requires the efforts of many generations to develop an adequate educational system for a nation. The Royal Afghan Ministry of Education has taken effective steps to bring improvements in:

> Schools' educational programmes, teacher education, text books and other materials of teaching, school facilities, and school regulations.

For example; A new curriculum has been developed and introduced experimentally in some of the primary schools, and in one middle school (grade seven, eight, and nine). The results of these new programmes are yet to be seen. Similarly, a new science and mathematics project has been accepted in grades ten, eleven and twelve of two of the lycees on a pilot basis. It is the hope of the Ministry of Education to obtain good results out of these experiments and apply the results in other schools.

The pre-service and in-service teachers' training programmes and school regulations have been in the process of constant revision and improvement. Most important of all that has been said is the rise of a sudden interest in and support for education among the Afghan communities. Local people have contributed a lot in the financing and expansion of schools in their communities.

The writer would like to end his paper by stating that the ever increasing interest of the people in education and the improvement of other factors involved will surely contribute in reducing the number of school drop-outs and grade repetitions.

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TECHNICAL SEMINAR ON EDUCATIONAL WASTAGE AND SCHOOL DROP-OUTS
(Bangkok, 5 - 12 September 1966)

Educational Wastage and School Drop-outs at First Level of Education in Malaysia

REPORT OF MALAYSIA

BK/66/GD/118

School Drop-outs at First Level of Education in Malaysia

1. INTRODUCTION

Primary education, or the first level of education, in the States of Malaya is of 6 years' duration, beginning with Std. 1 and ending with Std. 6. Instruction in primary schools is given in four language media, namely, Malay(1), English, Chinese and Tamil. Schools where the medium of instruction is Malay are known as National Schools; those where the medium of instruction is either English, Chinese or Tamil are known as National-type Schools. National-type schools are of 2 categories, namely, assisted and private, but there are no private National primary schools. Private National-type primary schools form about 7% of the total number of primary schools in the country, and account for only approximately 1% of the total primary school enrolment.

1.2. National schools constitute about 50% of the total number of primary schools in the country, and account for about 45% of the total primary school enrolment. Of the National-type schools, those using Chinese as the medium of instruction constitute about 24% of the total number of primary schools in the country whereas those using Tamil and English as the medium of instruction constitute 15% and 11% respectively. As regards enrolment, Chinese-medium schools account for 28% of the total primary school enrolment while English-medium schools account for 22%, and Tamil-medium schools account for about 6%.

1.3. In Table I are given figures of the number of schools (assisted and private) and the enrolment for each medium for the years 1965 and 1966.

1.4. Normally, children are first admitted to schools, i.e. to Std. 1, at the age of 6+(2) years. Primary education in all assisted schools is free(3) but not compulsory. Although primary education

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(1) or the National Language.

(2) For example, children admitted to Std. 1 in January, 1966, were those born in 1959.

(3) That is to say no school fees are charged. But pupils are required to pay a small annual fee for games, library, art and craft materials. Free primary education was introduced in 1962.

Table I

Primary Schools and Enrolment in 1965 and 1966.

		Malay Medium			English Medium			Chinese Medium			Tamil Medium			Total		
		Assisted	Private	Total	Assisted	Private	Total	Assisted	Private	Total	Assisted	Private	Total	Assisted	Private	Total
1965	No. of Schools	2,317	-	2,317	344	156	500	1,005	171	1,176	700	13	713	4,366	340	4,706
	Enrolment	555,349	-	555,349	248,408	9,947	258,355	340,724	6,762	347,486	72,828	487	73,315	1,217,309	17,196	1,234,505
1966	No. of Schools	2,325	-	2,325	349	168	517	996	148	1,144	695	8	703	4,365	324	4,689
	Enrolment	575,991	-	575,991	269,997	5,851	275,848	347,061	5,456	352,517	76,350	341	76,691	1,269,399	11,648	1,281,047

is as yet not compulsory, the percentage of the total school-age population enrolled in primary schools has been high. As pointed out in the Report of the Unesco Regional Advisory Team for Education Planning in Asia(1), the percentages for 1962, 1963 and 1964 were 91.8%, 90.7% and 90.5% respectively. For 1965 and 1966, as can be seen from Table II, the enrolment ratio for boys is much higher (8% - 9%) than that for the girls, but, as a whole, the enrolment ratio is 90%, which can be considered high.

1.5. The position as regards enrolment ratios for Std. 1 in 1965 and 1966 is shown in Table III. From this table it can be inferred that only 3% - 4% of the children who are eligible to enter Std. 1 have not done so. Such a situation can be viewed as satisfactory and encouraging, bearing in mind that primary education is still not compulsory in the country.

DROP-OUTS AND WASTAGE

According to a Unesco Report(2), drop-outs is a persistent problem in the countries of Asia, being most acute at the primary level. It is estimated that for the region as a whole of 100 children who entered Grade I not more than 40 reach Grade V. Some of the Asian countries with drop-out ratio of about 50% and higher are given in Table IV below:

Table (IV)(3)

Progress of a cohort through grades, for some Asian countries

Country	Cohort beginning in	I	II	III	IV	V	VI
Laos	1956	100	45	49	23	16	13
Philippines	1955	100	84	76	69	55	43
Afghanistan	1955	100	80	69	74	57	50
Cambodia	1955	100	77	71	67	52	50
Ceylon	1956	100	76	69	64	57	51

(1) Published by Unesco Regional Office for Education in Asia, Bangkok, 1965.

(2) Perspective of Educational Development in Asia - A Draft Asian Model.

(3) Extracts from Table 36 of the Perspective of Educational Development in Asia — A Draft Asian Model.

Table II

Enrolment and Enrolment Ratios in 1965 and 1966

Year	Population of 6 - 11 year olds.			Enrolment in Std.1 to Std. 6 (Assisted & Private Schools)			Enrolment Ratios (i.e. enrolment as a percentage of corresponding age-group)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1965	708,342	686,301	1,394,643	658,558	575,947	1,234,505	93%	84%	89%
1966	722,836	699,753	1,422,589	679,620	601,427	1,281,047	94%	86%	90%

Table III

Enrolment and Enrolment Ratios for Std.1 in 1965 and 1966

Year	Population of 6 year olds			Enrolment in Std. I (Assisted & Private Schools)			Enrolment Ratios (enrolment as a percentage of corresponding age-group)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1965	125,295	121,050	246,345	122,715	113,801	236,516	98%	94%	96%
1966	127,083	122,539	249,622	125,880	117,146	243,026	99%	96%	97%

2.2 Compared to the countries listed in Table IV above, the position in Malaya as regards drop-out can be said to be less serious. In fact the drop-out ratio in Malaya is remarkably low, as can be seen from Table V below:

Cohort beginning in	STANDARD					
	1	2	3	4	5	6
1955	100	94.6	92.6 [a]	91.5 [a]	80.0	78.4 [b]
1956	100	95.8	96.2	98.0	85.1	85.6
1957	100	98.7	88.4	86.0	76.0	71.7

(a) Due to new admissions and promotions from "Express Classes".

(b) Due to retention of those under-aged pupils who had not succeeded in gaining promotion to first year of secondary schools.

2.3. Other Asian countries with low drop-out ratios are Japan (1%), the Republic of China (12%) and the Republic of Korea (14%)(1).

2.4. Table VI gives the enrolment and the percentages of survival from Std. 1 to Std. 6, according to sex, for the cohorts beginning in the years 1959, 1960 and 1961. The figures in Table VI serve to confirm the low drop-out ratios cited for earlier years. The average drop-out ratio for the last 3 years (i.e. 1964 to 1966) is only 16%.

2.5. Again, from Table VI it can be seen that the drop-out ratios for girls are consistently higher than those for boys, ranging between 22% and 25% as compared to 7% - 11% for boys. The average drop-out ratio for girls is 14% higher than that for boys.

2.6. Table VII gives the percentages of survival from standard to standard, separately for boys, girls and mixed, for 3 consecutive years, while Table VIII gives the drop-out ratios between any two consecutive standards for each of the three groups for the same 3 years.

2.7. The figures in Table VIII indicate a lack of consistency in the drop-out ratios between any two consecutive standards either for boys, girls or mixed. Moreover, the drop-out ratios for boys and for girls are generally low except that in 1963 the drop-out ratio between Std. 4 and Std. 5 for boys as well as girls was rather high. Other instances of a high drop-out ratio for boys were between Std. 3 and Std. 4 in 1964, and between Std. 5 and Std. 6 in 1966.

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(1) Ibid.

2.8. A comparison of the figures for boys with those for girls shows that, in general, the drop-out ratios for girls are higher than those for boys.

For example,

(i) between Std. 1 and Std. 2)
between Std. 2 and Std. 3) the average difference is 0.5%.

(ii) between Std. 3 and Std. 4) the difference is 1.9%.

(iii) between Std. 4 and Std. 5)
between Std. 5 and Std. 6) the average difference is 1.6%.

But it can be seen that the differences are comparatively small. Where, however, the drop-out ratios for boys are higher than those for girls the differences are very much higher; for example, between Std. 3 and Std. 4 in 1964, and between Std. 5 and Std. 6 in 1966, the drop-out ratios for boys exceeded those for girls by as much as 6.9% and 5.9% respectively.

2.9. No systematic research has been made in this country concerning drop-outs and wastage in schools. Nevertheless, the conclusions and inferences that could be drawn from Table V to Table VIII would provide interesting comparison with those conclusions derived from studies which have been made on this subject relating to other countries. For example, it has been mentioned(1) that research studies on the subject show that "the highest incidence of drop-outs - from 40% to 60% - occurs between Grades I and III". This certainly is not true of Malaya where the drop-out ratio is remarkably low, being under 30% between Std. 1 and Std. 6, and ranging from 1% to 8% between any two consecutive standards.

2.10. Another finding of research studies is that the drop-out ratio is higher in rural schools than in urban schools. Unfortunately, there is no means of checking on this aspect insofar as this country is concerned, since the statistics collected in respect of schools are

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(1) Page 104 of Perspective of Educational Development in Asia- A Draft Asian Model.

Table VI

Drop-outs & Wastage in Assisted Primary Schools by Sex

Cohort beg. in	1959			1960			1961		
Std. / Sex	Boys	Girls	Mixed	Boys	Girls	Mixed	Boys	Girls	Mixed
Std. 1	102,571 (100%)	87,994 (100%)	190,565 (100%)	104,060 (100%)	90,720 (100%)	194,780 (100%)	108,112 (100%)	97,567 (100%)	205,679 (100%)
Std. 2	102,538 (100%)	87,326 (99.2%)	189,864 (99.6%)	103,576 (99.5%)	89,975 (99.2%)	193,551 (99.4%)	(b) 108,877 (100.7%)	97,138 (99.6%)	(b) 206,015 (100.2%)
Std. 3	100,333 (97.8%)	84,243 (95.7%)	184,576 (96.9%)	103,530 (99.5%)	88,775 (97.9%)	192,305 (98.7%)	107,597 (99.5%)	94,301 (96.7%)	201,898 (98.2%)
Std. 4	(a) 103,264 (100.7%)	82,705 (94%)	(a) 185,969 (97.6%)	101,696 (97.7%)	84,360 (92.9%)	186,056 (95.5%)	97,542 (90.2%)	90,463 (92.7%)	188,005 (91.4%)
Std. 5	99,999 (97.5%)	75,243 (85.5%)	175,242 (92.0%)	97,849 (94%)	77,739 (85.7%)	175,588 (90.1%)	(a) 100,996 (93.4%)	83,972 (86.1%)	184,968 (89.9%)
Std. 6	95,091 (92.7%)	65,700 (74.7%)	160,791 (84.4%)	92,360 (88.8%)	69,457 (76.6%)	161,817 (83.1%)	96,335 (89.1%)	76,084 (78.0%)	172,419 (83.8%)

(a) Due to new admissions and promotions from "Express Classes"
(b) Due to new admissions.

Table VII

Percentage of Survival from Standard to Standard by Sex

Cohort beginning in	1959			1960			1961		
Sex / Std.	Boys	Girls	Mixed	Boys	Girls	Mixed	Boys	Girls	Mixed
1	100	100	100	100	100	100	100	100	100
2	100	99.2	99.6	99.5	99.2	99.4	100.7	99.6	100.2
3	97.8	96.5	97.2	100	98.7	99.4	98.8	97.1	98.0
4	102.9	98.2	100.8	98.2	95.0	96.8	90.7	95.9	93.1
5	96.8	91.0	94.2	96.2	92.3	94.4	103.5	92.8	98.4
6	95.1	87.3	91.8	94.4	89.3	92.2	95.4	90.6	93.2

Table VIII

Percentage of Drop-out Between Consecutive Standards by Sex

	Percentage of Drop-out for								
	Boys			Girls			Mixed		
Cohort beginning in	1959	1960	1961	1959	1960	1961	1959	1960	1961
Between Std. 1 and Std. 2	0	0.5	0	0.8	0.8	0.4	0.4	0.6	0
Between Std. 2 and Std. 3	2.2	0	1.9	2.7	0.5	2.5	2.4	0	2.2
Between Std. 3 and Std. 4	0	1.8	8.1	0	3.7	1.2	0	2.6	4.9
Between Std. 4 and Std. 5	6.1	2.0	0	7.2	2.7	3.1	6.6	2.4	0
Between Std. 5 and Std. 6	1.7	1.8	8.1	3.7	3.0	2.2	2.4	2.2	5.2

not classified under urban and rural(1). Based on our observations and experience we would, however, agree with the finding that drop-outs are higher in rural areas than in urban areas.

2.11. The evidence in respect of Malaya confirms the finding of other research studies that drop-outs amongst girls are higher than boys.

2.12. Again, based on observations and experience of the situation in this country, we would agree with such findings as "overaged children being more likely to drop out of school than those whose age corresponds to normal age placements"; "that schools which are under-staffed or are staffed by unqualified teachers tend to have a higher rate of drop-outs"; "that the rate of drop-outs is higher in small-sized schools". As a matter of fact, in Malaya schools in rural and remote areas are generally small and the staffing position and the provision of various educational facilities in such schools are invariably inferior to schools in urban areas where the schools are usually of larger size.

2.13. Although no systematic research studies have been made to identify and isolate the various causes of drop-outs in primary schools in Malaya, nevertheless, in the light of experience and observations it could safely be said that, as in some other countries, socio-economic factors such as poverty, ill health, the use of child labour at home as well as to augment the meagre earnings of the family, contribute to poor attendance which eventually leads to drop-out. Undoubtedly, other factors also contribute towards drop-out in primary schools in Malaya - e.g. the curriculum being ill-adapted to the ability, interests and needs of the child; poor or unsuitable teaching methods; weak integration of the school work and activities in relation to the child's environment; parental attitude towards the child's education, particularly with regard to girls. But to what extent each of these factors (and others which have not been mentioned) is operative in the various schools it is difficult to say since no proper research studies on the subject have been undertaken.

3. DROP-OUTS BETWEEN STD. 6 AND FIRST YEAR OF SECONDARY SCHOOLS

Up to the end of 1963 pupils in Std. 6 were required to sit for the Malayan Secondary Schools Entrance Examination, and only those who obtained "Promotion Pass" were admitted to Form I(1). Because of this "hurdle" only about 40% of the pupils in Std. 6 were able each year to gain places in first year classes in secondary schools. In 1964, however, the Malayan Secondary Schools Entrance Examination was abolished, thus opening the door to secondary level education to those Std. 6 pupils who wished to take advantage of the opportunity so provided them. It was anticipated that from 1965 the majority, if not all, of the Std. 6 pupils would proceed to first year classes in secondary schools. However, returns for 1965 indicated that of the 160,752 Std. 6 pupils from all assisted schools in the country only 108,295 (i.e. 67%) proceeded to first year classes in assisted secondary schools, while approximately another 3% were admitted to private Chinese secondary schools. Thus the overall drop-out ratio between Std. 6 and first year of secondary schools in 1965 was about 30%, which is considered high especially in view of the fact that the Ministry of Education, under the Comprehensive Education System introduced from 1965, has gone to great pains and expense to build more secondary schools particularly in rural and remote areas with the view to providing the population in these places with more and better educational facilities.

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(1) Or Form Remove, if there is a change in the medium of instruction in the secondary schools from that in the primary schools.

3.2. Returns for 1966 show a slight improvement over the position in 1965. Of 154,382 Std. 6 pupils in all assisted schools, 107,211 (i.e. 69%) proceeded to first year classes in assisted secondary schools, while about another 3% were admitted to private Chinese secondary schools. The overall drop-out ratio between Std. 6 and first year of secondary schools was, therefore, about 28% in 1966, as compared to about 30% in 1965.

3.3. Considering only the pupils in assisted schools (primary and secondary), the evidence shows that the percentages of drop-out between Std. 6 and first year of secondary schools for girls are higher than those for boys - 37% as against 30% in 1965, and 35% as against 27% in 1966, as can be seen from Table IX below:-

__Table IX__

__Intake of Std. 6 Pupils into First Year Classes in Secondary Schools__

__(For Assisted Schools only)__

Year	Total No. of Std. 6 Pupils			No. admitted to First Year Classes in Secondary Schools			Percentages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1965	95,052	65,700	160,752	66,956	41,339	108,295	70	63	67
1966	88,781	65,601	154,382	64,839	42,372	107,211	73	65	69

3.4. Just as no research studies have been made of the causes of drop-outs between Std. 1 and Std. 6, so also in the case of drop-outs between Std. 6 and the first year of secondary schools no investigation has been made to determine the reasons why a substantial number of the Std. 6 pupils had not chosen to continue their education at the secondary level. However, from observations and experience it has been possible to identify some of the more obvious causes of drop-outs at this level. For example, in outlying and remote areas where public transport is scare and far between, transport difficulties and cost are major factors which militate against pupils travelling between the schools and their respective villages and kampongs. Financial consideration and poverty, particularly among the rural population, is another factor contributing towards drop-outs at this level. No less real or serious is the parental attitudes towards the child's education, and this is especially so where the parents themselves are illiterate and/or conservative. This factor, it is believed, is closely related to the higher rate of drop-outs among the girls.

3.5. Other factors - social, economic and cultural - possibly are also constributing towards drop-outs between Std. 6 and first year in secondary schools, but it remains for systematic studies and research to be undertaken to pin-point the various causes and, perhaps, to suggest appropriate measures to be taken with the view to improving the situation in this country.

4. REPETITIONS

Unlike the question of drop-out, the question of repetition in schools is not a problem in Malaya, in view of the fact that since 1956 automatic promotion has been in operation. Prior to 1956, pupils in any standard could be retained to repeat for another year the course in that standard, if they should fail to pass the end-of-year examination set by the schools themselves. After 1956, however, schools are not allowed to make any pupil repeat the work in any standard even though the pupils concerned may not be considered by the teachers or headmasters as having shown evidence of being able to cope with the work of that particular standard and, therefore, ready to proceed to the next higher standard.

4.2. There are, of course, a few odd cases where the parents themselves request that their children be permitted to repeat the work in any particular standard for special reasons, such as long periods of absence from schools owing to ill health. Every case of retention of such a nature will have to be approved by the Ministry of Education before the child can be retained in that particular standard to repeat the work for another year.

4.3. Another aspect of repetition in primary schools relates to Std. 6. As explained in Part 3 of this paper, children in Std. 6 were required at the end of the year to sit for the Malayan Secondary Schools Entrance Examination to gain promotion to first-year classes in secondary schools. As has been pointed out, about 60% of the Std. 6 enrolment would not gain places in secondary schools, and among these unsuccessful pupils many applied annually for permission to repeat the Std. 6 work for another year so that they could also have another chance of taking the Malayan Secondary Schools Entrance Examination, with the hope of qualifying for a place in the first year of secondary schools. Unfortunately, owing to limited number of places being available in Std. 6 classes, the

Ministry could only give consideration for repetition in Std. 6 to only those pupils who are of the correct age for that particular standard. In this way not very many of the unsuccessful candidates had been able to get the chance to repeat their Std. 6 work.

4.4. No study has been made in the country of the extent of repetitions in various standards in primary schools prior to 1956. Nor are statistics available regarding the number of repetitions (few as they are, for reasons explained above) in various standards and especially in Std. 6, since the introduction of automatic promotion.

4.5. In early 1965, however, a survey was conducted in a certain State in Malaya to determine "the number of pupils schools would have recommended for retention in each standard on the grounds that the pupils are not considered by the teachers concerned as ready to cope with the work of the next standard. Judgement on this should be based on the whole year's work of the child in that standard and not on only the result of the end-of-year tests." Returns were received from 93% of all the primary schools and are summarised in Table X below:

Table X

Analysis of Returns from Schools re Tetention in Primary Schools

Standard	Total No. of Pupils in Std. in all Primary Schools in December, 1964	No. of Pupils recommended for retention	Percentage
Std. 1	13,518	917	6.8
Std. 2	13,239	1,185	9.0
Std. 3	12,093	1,295	10.7
Std. 4	11,134	1,278	11.5
Std. 5	9,636	1,230	12.8
Std. 6	9,656	1,077	11.2
Total	69,276	6,982	10.1

4.6. The survey reveals, as can be seen from Table X above, that had there been no automatic promotion there would have been quite a number of "repetition cases" in each standard. For primary schools as a whole, the position in 1964 was that 10% of the total primary school enrolment in the State concerned would have to repeat their work had it not been for automatic promotion. What the precise position in the other 10 States in Malaya would have been is difficult to say in the absence of any survey or investigation. But the findings of the pilot survey could be considered as being fairly indicative of what the position would be for the country as a whole in regard to "repetitions" in primary schools.

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TECHNICAL SEMINAR ON EDUCATIONAL WASTAGE AND SCHOOL DROPOUTS
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SCHOOL DROPOUTS AND EDUCATIONAL WASTAGE IN NEPAL

REPORT OF NEPAL

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REPORT ON SCHOOL DROPOUTS AND EDUCATIONAL WASTAGE IN NEPAL

General Background

Extending north-west to south-east for about 530 miles, with an average width of roughly 100 miles, the landlocked country - Nepal encompasses over 54,300 square miles. Nearly one fourth of this area, known as the Terai (low flat plain) has a tropical climate. To the north of the Terai belt lie the foot-hills and valleys which constitute about one-half of the area of the country; here the climate is temperate. Breaking the country into east-west strips are the high mountain range regions - Himalayas, encompassing more than fifty peaks whose altitude exceeds 24,000 ft. (eight of them are over 26,500 ft.) and the climate of this region ranges from cold to artic.

The population of Nepal in 1961 was 9.7 million, with a cumulative growth rate of 1.837 since the 1952-54 census. The average density of population is 173 persons per sq. mile. Nepal has only six towns with over 10,000 inhabitants where the population density reaches nearly 2,100 persons per sq. mile.

Nepal is overwhelmingly an agricultural country; about 90% of the economically active population is engaged in this activity. Agriculture and forestry, the two main natural resources contribute substantially to the wealth of the country. However, due to a deficient land tenure system and primitive cultivation methods, the contribution from agriculture to the national product has been less than its real potentiality. Owing to rugged nature of the land modern types of transportation are, in spite of some progress during the last few years, still in infancy. The high cost of transportation, low productivity in agriculture and industry and the scarcity of financial resources for productive investment purposes, have been the main causes for the extremely low standard of living of the people in Nepal. It has been estimated that the average national per capita income, including cash and kind, is at present about Rs. 370 (less than US $50) per year. The large majority of Nepalese live a hand-to-mouth existence bearing all the characteristics of a subsistence economy. A majority of people, therefore, have to meet the expenditure on education from a meagre income from agriculture.

Due to the subsistence level of the income of the majority of people and largely the autocratic rule for a century, education in Nepal could not make any significant progress until 1950. Before the change in government in 1951 there were 200 primary schools, 203 middle schools, 21 high schools and 1 college in the whole of the country whereas now there are 5694 primary schools, 408 middle schools, 263 high schools and 35 colleges, including 1 university. Since the year 1951 which marked the end of a feudal rule and earmarked a new democratic form of government, Nepal has made remarkable progress in the field of education. Prior to this period there had been no plans for the economic and social development of the country. Only in 1956 Nepal could develop its first five year plan (1956-61).

The first plan was rather ambitious in its framework. The main objectives of this first historical plan were to build the institutional framework necessary for development. Realising the needs to develop educational facilities, a great emphasis was placed on the establishment of schools. As a result of this plan 2000 additional primary schools were established. The first plan was followed by a three-year plan (1962-65). In the area of primary education this plan sought to consolidate the existing schools together with the establishment of 1200 additional classrooms. In this period several school buildings were provided to accomodate a larger number of children in schools. As a result of these plans primary education in Nepal expanded to considerable extent. The second plan has been successful to give primary education from fifteen to twenty seven percent of children of the primary school age group. In this expansion people's enthusiasm has played a very significant role. Although this progress is very remarkable, the quality of education did not make much headway. The current five year plan (1965-70) has the following objectives in the domain of primary education.

(a) To provide primary education to 40% of the school age population.

(b) To train 5,000 new teachers and to extend in-service training to 2,000 untrained primary schools teachers.

(c) To expand 1750 primary schools to five-grade schools at the rate of two schools per district per year.

(d) To encourage the local Panchayats to launch free and compulsory primary education programme with all their vigors and strength.

(e) To prepare, publish, and distribute fifteen text-books in fifteen different curriculum areas.

Since the total development of a country depends largely upon the education given to her children, Nepal has accepted the extreme urgency and significance of providing free and compulsory primary education by 1980. With a view to meet the Karachi Target she has already taken bold measures towards the provision of free and compulsory primary education. So far, 40 village and Nagar Panchayats have launched this programme. To meet the finance of this programme, provision for the collection of education cess by the local units (Panchayats) has already been made. Also a considerable amount of money in the form of central grants has been provided as additional financial assistance to these units.

Success in the domain of primary education has been remarkable in the past fifteen years but to meet the Karachi Target there still remain several steps to be undertaken. The following table shows the progress in primary education since 1960.

Primary School Enrolment

Year	1960	1961	1962	1963	1964	1965
	252,743	279,977	307,191	334,007	361,600	367,258

However great and significant as this progress is, the low percentage of girls' attendance has been a serious problem.

Table showing no. of boys and girls enrolled in schools.

Year	No. of boys	No. of girls	Total	% of girls to the total enrolment
1965	314888	52370	367258	14.3%

Under this system primary education is a five-year course through the medium of Nepali, from Grade 1 to Grade 5 starting in Grade 1 for children who have completed five years of age. There is a final examination at the end of each grade, and the students who pass this examination are promoted to the next higher grade. Most of the primary schools in Nepal are one-teacher schools where children do not get opportunity to continue their education beyond 2nd or 3rd. grade level. Also the conditions of the five grade schools are not favourable to having considerable numbers of children in different grade levels. On account of such circumstances there has been tremendous wastage in education which a developing country like Nepal cannot afford to meet any longer. Also due to the uncongenial educational atmosphere, not conducive to a wellbeing of the child, the problem of retardation is also not uncommon.

On the one hand, Nepal has not been able to include sufficient number of children in different grade levels of primary education; on the other hand, she is committed to extend primary education facilities to all primary school-age population by 1980. In order to fulfill this tremendous task Nepal has to seek right measures to correct the existing drawbacks, mostly the wastage in primary education, and thus to let more children continue their studies to the end of primary education. As the primary education in Nepal is in such a crucial stage, the technical seminar on school dropouts and educational wastage will be of paramount significance to a developing country like Nepal.

Statement of Problem

Two main sources of wastage in education in Nepal are the tendency for children to dropout before completion of a prescribed course of study and retardation or retaining children in the same class, because they fail to be promoted to the next higher grade at the end of the school year. In the absence of relevent and accurate statistics of school dropouts and grade repetition separately, it is very difficult to present the clear magnitude of the problem. Even there from our experiences, it can be said that grade repetition is less common than dropouts in the first level of education on account of the following reasons.

1. Generally evaluation of the pupils' progress is done by the teachers at the end of school year in each grade level.

2. There are no systematic and scientific methods to evaluate the pupils' progress.

So, school dropouts is a major source of[1] wastage in Nepal. Though this is a crucial problem, no attempt is being made to conduct research study on this problem so far. However, we have set up very recently Planning, Statistics and Research Section in the Ministry of Education. The primary function of this section is to collect some basic statistics on educational institutions for planning purposes. On the basis of collected data on school enrolments we have tried to find out the wastage in our education.

Percentage Distribution of Pupils in Different Grade Levels of Primary Education

	GRADES					
	I	II	III	IV	V	Percentage
Boys	41.15	16.01	12.37	9.18	7.17	85.88
Girls	7.47	2.38	1.78	1.33	1.16	14.12

It is clear from the above figures that, out of 48% of pupils in grade 1 only 18% go to the II grade and vice versa. The remaining 30% seem to have left the school before completion of primary education. Had there been no wastage, the grade-wise distribution of pupils in all grades would have been more or less uniform. It also shows that the enrolment of girls in primary grades is very low as compared with that of boys. Only 14% are girls in the total enrolment. The above table also shows that the magnitude of wastage of girls is more or less similar to that of the wastage of boys. As it is difficult to classify the rural and urban areas, we are quite unable to show the magnitude of the problem in terms of rural and urban areas separately.

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[1] By wastage, we mean both dropouts and grade repeaters in the school.

B. Study or Research on the Subject

Due to lack of research on the dropouts and retardation of students separately, we are quite unable to attach any research report on this issue. The educational statistics collected in 1965-66 shows 40% wastage in our primary education.

C. Bibliographical List of Articles, Reports, etc.

None

D. Analysis of the socio-economic, educational and other causes of drop-outs and grade repetitions etc.

The officials in the Dept. of Education and the field supervisors are quite aware of the problem of wastage in primary education. This problem has been the topic of discussion in a number of meetings and seminars of the educational officers, teachers and educationists. On the basis of findings of such meetings, however an attempt has been made here to represent the causes of wastage in primary education in Nepal.

1. Use of child labour for domestic duties

Up to this time there is no law to force the parents to send children to the full term of the school year. In Nepal where 90% of the people are engaged in agricultural activities, most people make use of child labour for domestic duties or to help the elders during the peak seasons of agricultural operations and this leads to dropout of children from the school.

2. Family Poverty

Subsistence level of economy of people has also caused dropouts in the schools of Nepal. In a family where parents' income cannot meet the expenses of the whole family, children are forced to take up jobs right from childhood. Most parents in rural areas utilise school-age children to look after household animals and younger children at home. This attitude of parents towards utilising small children as helping hands often discourages children to go to the full term of the school.

3. Poor Health

Malnutrition, poor health and physical debility have also undermined the capacity of many children to attend to the full term of the primary education.

4. Education Law

There is no compulsory education law to make children attend school till the end of primary education.

The above are some major causes of educational wastage in the primary schools of Nepal.

5. Defective Examination System

The pupils' progress in the primary education is determined by traditional system of examination which is generally held at the end of every school year. Such type of unscientific and unsystematic examination often fails to appraise the true progress of the children. Hence the defective examination has been responsible to a great extent for the retardation of the students which finally leads to dropouts from the school also.

6. Lack of welfare amenities

Lack of welfare amenities for children in schools such as play materials and sanitary arrangement have been responsible for educational wastage.

7. Lack of rapport between the school and the community .

Due to lack of adequate educational consciousness among people there has been lack of rapport between the school and its community. Where the community support for the school is very weak, teachers have a very bad time to convince parents the importance of imparting education to their children. The lack of rapport between the school and the community has resulted in not running the school in accordance with the needs of the local people. Therefore, this factor also counts much in not holding the children to the full length of the primary education.

8. Defective Teaching Methods

As there are very few trained teachers in the primary schools, the teaching methods of the untrained teachers have not been effective to have good learning situation in schools. In many schools the children merely recite like parrots, and the method is just rote memorisation of the contents of the prescribed text books. Due to the defective method of teaching, the needs of children with different socio-economic backgrounds and environment are not properly taken care of and this sort of atmosphere has also been responsible for not letting children attend the full term of the school.

9. Absence of adequate five-grade schools

Due to the existence of many one-teacher-schools in Nepal children do not get opportunities to study more than one or two grades. The reason for this is that in the beginning due to the pressing demand of the people the education department was compelled to establish many one-teacher-schools. Due to lack of sufficient resources at the disposal of Education Department and support from the community most of these schools are not being upgraded and made five teacher schools up to this time. Under such circumstances the children are forced to discontinue their study after one or two years' stay in school.

10. Lack of good instructional materials Defective Curriculum

The primary school curriculum is not geared to the needs of children of different parts of the country. There are seven curriculum areas in primary education i.e. language (Nepali), Social Studies, Art, Arithmetic, Science, Health & P.E., Self-Help Education. Both the curriculum and the text books have been a bundle of facts not suited to the needs of children. As these two basic instructional materials have not been developed as they should be, the instructional program of the school has failed to hold children for the full term of the school.

11. Unattractive physical facilities

Most of the primary schools in Nepal do not have appropriate school buildings, furniture and equipments. Due to lack of sufficient accommodation more than one grade is conducted in one small room. Therefore, unattractive physical facilities have also been responsible for dropouts of children from the primary schools.

12. Lack of educational consciousness of the people

It is a fact that the level of people's educational consciousness determines, to a great extent, the length of children's schooling. In Nepal more than 90% people are illiterate and many people consider that it is not necessary to retain children in the school beyond 1st. or 2nd. grade. For such people, education means the ability to read and write. Owing to such conditions, most people do not expect to retain these children to the full time of the primary education.

13. Lack of trained teachers

For a number of reasons qualified people do not want to go to the teaching job. Low pay and insecurity of service are the two main causes of this problem. Also most of the people who have undergone primary teacher training do not want to stick to the teaching job. Due to this reason there are very few trained teachers in primary schools of Nepal. The dearth of qualified and trained teachers has also caused more dropouts and retardation in the schools. The following table will represent the zone-wise percentage distribution of trained teachers in Nepal.

Zone	Trained teachers' percentage
Mechi	18.3
Kosi	14.8
Sagarmatha	19.7
Janakpur	28.8
Bagmati	26.9
Narayani	37.1
Gandaki	19.9
Lumbini	21.9

Dhaulagiri	4.9
Rapti	21.3
Karnali	00.0
Bheri	46.8
Seti	19.2
Mahakali	35.4

Remedial Measures

The premature withdrawal of children from school and those who repeat the same grade for more than a year are so closely interlinked that measures to reduce wastage will also in a substantial degree reduce the rate of retardation of children in the schools. For this reason, in consideration of the waste of human and economic resources that dropouts represent, very high priority must be accorded to the programme designed to reduce dropouts.

Education planners and administrators in Nepal are becoming more aware of the problem of dropouts and retardation. In the absence of research study and statistics on school dropouts no concrete steps are being taken. However, His Majesty's Government has been adopting some remedial measures so as to reduce the rate of educational wastage.

1. His Majesty's Government has been upgrading the primary schools for the last five years. Recently there have been proposals to upgrade all one or two-grade schools into full fledged primary schools having five grades. It is hoped that within a period of ten years all the primary schools in Nepal will be five-grade schools.

2. Efforts are also being made to have more good school buildings of the primary schools. Every year the central government is giving grants-in-aid as subsidy to the local authorities to construct school buildings.

3. To solve the problem of low payment of teachers, the government is seriously considering raising the salaries of teachers together with the provision of hardship allowances to those who work in the remote Himalayan regions.

4. At present local school managing boards are doing the work of hiring and firing of teachers at their own sweet will which has brought insecurity of service of many teachers. So, His Majesty's Government is planning to set up 'District Education Board' under the chairmanship of Chief District Officer and this board will recruit, promote and transfer teachers in accordance with the directions and guidance of the education department. Thus, better teachers will stay in the schools and reduce the rate of educational wastage.

5. Efforts are underway to put trained teachers in the schools. Trained teachers will make use of educational materials and impart education according to the needs of children.

6. Although the local bodies like Village and Town Panchayats have introduced free and compulsory primary education programmes in various parts of the country, they have not achieved success to the desirable extent. Therefore, compulsory schooling law should be enforced as early as possible.

7. The adult education programme of His Majesty's Government has to some extent brought educational consciousness among people. To make adult education programme more effective His Majesty's Government is considering to link up functional adult literacy programme with the development works of different ministries. Also, there have been attempts to mobilise the help of different class organisations like women organisations, youth organisations, etc. All these efforts will help much to make people realise the importances of education which will finally reduce wastage in education.

8. Programmes for providing school meals with the assistance of international agencies will rectify to a considerable extent the handicap imposed on the child by economic conditions.

9. The teacher is the main agent of improvement. The best teachers particularly those skilled in teaching and handling children in the beginning grades should be used in the early grades. Their professional pre-service training and periodic in-service training should be more closely geared to the problems of teaching beginning grades and thereby reducing wastage and grade retardations.

10. The ministry should give priority to the production and supply of attractive, but inexpensive, children's books, instructional equipment, hand books for teachers and play materials. Teachers should be trained to use them effectively and also in preparing improved instructional and play equipments from local materials.

11. Textbooks and writing materials should be supplied on a subsidized basis to children in primary schools, particularly to those who belong to poor families.

12. The curriculum should be revised and adapted to meet the needs of children. A school will be attractive if its curriculum is derived from the needs of a child in a living society; if its expectations are realistic in terms of the individual child's capacity; and if its methods are lively and dynamic.

13. The procedure for assessing the progress of the child should aim at helping the teacher and the child and not creating a set of fixed and dearsome hurdles. So, the existing examination system should be changed to reduce the number of grade repeaters.

Suggestions

(a) The idea of having a common research design for studies for the developing countries is really an appreciable one, because developing countries by their very nature possess certain common characteristics, have more or less common problems and therefore, a common research design for such studies is immensely useful. But though the general social, economic and educational status are more or less the same in the developing countries, there must be some provision to allow some flexibility in designing such research studies.

(b) Theoretically speaking, there are two ways of carrying out such studies, one by sending questionnaires to all schools and instructing them to report the situation of dropouts and grade repetition separately and the second by conducting simple survey of the schools. But in a country like ours where the situation of one particular locality veries to a great extent from other localities, we must be very careful in selecting samples, otherwise, the conclusion drawn on the basis of sampling survey might be very faulty and erroneous. So, what I would like to suggest, is to conduct a complete survey of all the schools and draw some important conclusions on the basis of our findings.

(c) The importance of research study on dropouts in developing country like ours is immense. Although the authorities are taking some remedial measures to reduce the number of dropouts, these measures badly need the support of research findings. Therefore, research study on this subject with international assistance would help much towards solving the problem of educational wastage in Nepal.

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TECHNICAL SEMINAR ON EDUCATIONAL WASTAGE AND SCHOOL DROP-OUTS
(Bangkok, 5 - 12 September 1966)

WASTAGE IN EDUCATION

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Department of Education

REPORT OF THE REPUBLIC OF THE PHILIPPINES

BK/66/GD/117

EDUCATIONAL WASTAGE IN PHILIPPINE PUBLIC ELEMENTARY SCHOOLS

SCHOOL YEARS 1954-55 TO 1963-64

1. Introduction

In any system of education, some waste is bound to occur. In highly developed countries, however, the extent of this waste is negligible but in developing countries the extent of waste is generally excessive. Considering their limited resources, this need not be so. In view of this there is a need to ascertain the extent of waste, to determine its causes, and to adopt such remedial measures necessary to reduce, if not altogether eliminate such wastages.

2. Scope of the paper

The object of this paper is to show the extent of wastage in the Philippine public elementary schools for a period of ten school years, 1954-55 to 1963-64, which were mainly caused by dropouts and repeaters.

3. Definition of terms

The two main forms of waste in education are desertions from schools and failures in examinations. In the Philippines, the terms commonly used for these forms of wastage are dropouts and repeaters, respectively. By dropouts is meant the premature withdrawal of children from schools during the school year. By repeaters is meant the retention of a pupil in a grade for more than one year on account of unsatisfactory progress. For purposes of this paper, however, all children who are withdrawn from school before completing Grade VI are considered as form of wastage. Dropouts and repeaters at any grade level (grades one to six) therefore constitute the main causes of wastage.

4. National Survey on Dropouts from Public Elementary Schools During School Years 1951-52 to 1954-55

The subject of wastage caused by dropouts in public elementary schools was first brought to public attention by the National Survey on Dropouts from Public Elementary Schools conducted by the National Economic Council with the cooperation of the Bureau of Public Schools, University of the Philippines and the UNESCO. The report in a nutshell is as follows: 1/

10% do not enter school at all

75% of those enrolled in Grade I leave school
sometime before reaching Grade VI

1,141,511 dropped out during three typical
years 1953-1955

1/ For detail see Annex A.

11% of the total elementary school
population drop out annually

Less than 50% of all children are becoming
functionally and permanently literate

Causes of dropouts are as follows:

Economic implications	39%
Educational factors	35%
Home-Social conditions	17%
Health disorders	9%

To overcome this problem therefore there is a need for:

Economic Reforms

Educational Changes

Home Assistance

Health Measures

5. Dropouts in Public Elementary Schools for School Years 1954-55 to 1963-64

For the next 10 school years immediately after the National Survey on Dropouts, the percentage of school children enrilled in Grade I who left school before reaching Grade VI decreased from 67% in 1954-55 to 50% in 1963-64 (See appendix table 1, Col. 17). Due to the yearly increase in enrolment, however, the number of dropouts varies yearly ranging from 290,486 to 376,050 or an average of 326,432 for the ten school years under review (see appendix table 2). Total loss due to dropouts increases from ₱ 17 million in 1954-55 to ₱ 35 million in 1963-64 (see appendix table 4 col. 6). For the ten year period there is an average yearly loss due to dropouts of ₱ 23 million. The yearly increases in the amount of loss due to dropouts, however, is mainly due to the increase of per pupil cost from ₱ 48.69 in 1954-55 to ₱ 93.85 in 1963-64 (see appendix table 4 col. 5). Dropouts among boys varies yearly ranging from 8.11% to 9.32% and among girls from 6.40% to 7.21% (see appendix table 5).

6. Repeaters in Public Elementary Schools for School Years 1954-55 to 1963-64

The number of pupils who failed to get promoted to the next higher grade varies yearly ranging from 248,564 to 359,228 pupils for ten school years, 1954-55 to 1963-64 (see appendix table 3). With per pupil cost increasing yearly from ₱ 48.69 in 1954-55 to ₱ 93.85 in 1963-64, the total loss due to repeaters increased from ₱ 12 million in 1954-55 to ₱ 29 million in 1963-64 or an average yearly loss of ₱ 20 million (see appendix table 4 col. 7). Repeaters among boys is greater than among girls. Repeater among boys varies yearly ranging from 8.05% to 11.57%. Among girls from 5.24% to 8.62% (see appendix table 5).

7. Summary, Comments and Recommendations

For the ten school years under review, the Philippine public elementary schools had shown improvement in its holding power. The number of pupils reaching Grade VI increased from 33% in 1954-55 to 50% in 1963-64. There is, however, much more room for improvement. Compared with seven Asian countries 2/ with six years of elementary (primary) schooling, the Philippines is second to the lowest which is Laos in holding power. Out of every 100 pupils starting in Grade I in 1957 only 49 pupils reached Grade VI in 1962 for the Philippines, 99 for Japan, 88 for the Republic of China, 81 for the Republic of Korea and 63 for Malaysia. For children starting in 1955, about 43 reached Grade VI in 1960 for the Philippines and 50 for Afghanistan. For children starting in 1956, about 43 reached Grade VI in 1961 for the Philippines, 51 for Ceylon and 13 for Laos.

Holding power for male pupils of Afghanistan, Republic of China, Japan, Republic of Korea is greater than that for female pupils. The opposite is true with the Philippines.

Grade repeating is about 47% of the total wastage in Philippine public elementary schools. Loss due to grade repeating therefore, is almost the same as loss due to dropping out. Grade repeating is greater among boys than among girls.

General remedies for the reduction of wastage in public schools are embodied in Annex A (National Survey on Dropouts from Elementary Schools) as follows:

1. What should education do to increase the holding power of schools?

   (a) Professionally and administratively (page 14)

   (b) Personal relations (page 15)

2. What should be done to improve economic factors to increase the holding power of schools?

   (page 17)

3. What should be done to assist the home in increasing the holding power of schools?

   (page 19)

4. What should be done to improve the health of children thereby increasing the holding power of schools?

   (page 20)

APPENDIX TABLE 1
NUMBER AND PERCENTAGE OF SURVIVAL AND ELIMINATION FOR TEN SCHOOL YEARS OF THE SAME PUPILS ENROLLED IN GRADE ONE TO GRADE SIX, 1949-50 to 1963-64 *

School Year	N U M B E R						Percentage of Survival					Percentage of Elimination				
	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Gr. II	Gr. III	Gr. IV	Gr. V	Gr. VI	Gr. II	Gr. III	Gr. IV	Gr. V	Gr. VI
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	910)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
1949-1950	945,513															
1950-1951	885,948	781,144					82.62					17.38				
1951-1952	844,780	733,211	703,080				82.76	74.36				17.24	25.64			
1952-1953	821,628	654,424	625,130	577,245			77.47	70.56	61.05			22.53	29.44	38.95		
1953-1954	835,694	659,818	590,243	544,420	414,426		80.31	69.87	61.45	43.83		19.69	30.13	38.55	56.17	
1954-1955	803,161	672,930	595,352	523,095	397,224	311,719	80.53	72.46	61.92	44.84	32.97	19.47	27.54	38.08	55.16	67.03
1955-1956	854,357	661,960	614,737	525,250	388,429	310,181	82.42	73.56	63.93	45.98	35.01	17.58	26.44	36.07	54.02	64.99
1956-1957	903,355	714,933	619,785	552,641	409,713	317,895	83.68	77.17	66.13	49.87	37.63	16.32	22.83	33.87	50.13	62.37
1957-1958	893,114	740,720	650,084	547,344	419,781	324,258	82.00	76.09	68.15	50.23	39.47	18.00	23.91	31.85	49.77	60.53
1958-1959	976,424	760,887	694,867	586,914	436,227	345,584	85.19	76.92	68.70	54.31	41.35	14.81	23.08	31.30	45.69	58.65
1959-1960	974,218	819,840	722,046	626,762	466,497	359,218	83.96	80.85	69.38	54.60	44.73	16.04	19.15	30.62	45.40	55.27
1960-1961	969,062	804,945	753,427	635,190	470,411	367,889	82.62	77.16	71.12	52.07	43.06	17.38	22.84	28.88	47.93	56.94
1961-1962	1080,768	825,229	765,105	654,503	509,860	390,856	85.16	78.54	67.03	57.09	43.27	14.84	21.46	32.97	42.91	56.73
1962-1963	1212,062	922,202	792,747	672,933	562,514	435,340	85.33	81.81	69.07	57.61	48.74	14.67	18.19	30.93	42.39	51.26
1963-1964	1304,756	1018,759	875,332	724,575	579,315	489,412	84.05	80.99	74.77	59.46	50.12	15.95	19.01	25.23	40.54	49.88
Total 1955-1964	9971,287	7942,382	7083,582	6049,207	4639,971	3652,352										
Average 1955-1964	997,128	794,238	708,358	604,921	463,997	365,235	83.49	77.56	68.02	52.61	41.64	16.51	22.45	31.98	47.39	58.37

* Source: 1964 Statistical Bulletin, Bureau of Public Schools, Table 23 p. 22

APPENDIX TABLE 2
WASTAGE IN PUBLIC ELEMENTARY EDUCATION DUE TO DROPOUTS
1954-1955 to 1963-64 *

Grade	DROPOUTS DURING THE SCHOOL YEAR										Average
	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	
I	97,882	95,308	94,760	89,306	86,752	85,729	88,814	91,423	106,620	115,516	95,211
II	60,133	52,954	54,796	56,071	47,337	50,049	54,683	51,316	59,530	62,600	54,947
III	57,058	55,055	52,906	52,646	48,836	49,486	56,930	56,683	52,072	61,638	54,331
IV	55,814	50,117	49,635	46,880	45,736	48,129	63,342	60,400	52,035	59,705	53,179
TOTAL(Primary)	270,885	253,434	252,097	244,903	228,661	233,393	263,769	259,822	270,257	299,459	257,668
V	46,507	38,743	41,406	38,669	37,900	36,644	40,040	41,293	40,152	46,823	40,818
VI	32,296	27,443	24,839	25,816	23,901	26,680	28,900	32,665	25,032	31,747	27,932
VII	-	-	-	2	24	19	39	20	19	21	14
TOTAL(Intermediate)	78,803	66,186	66,245	64,487	61,825	63,343	68,979	73,978	65,203	78,591	68,764
Total(ELEMENTARY)	349,688	319,620	318,342	309,390	290,486	296,736	332,748	333,800	335,460	378,050	326,432
Per Pupil Cost	₱48.69	₱58.66	₱57.89	₱60.51	₱58.90	₱61.93	₱76.27	₱82.07	₱89.73	₱93.85	₱68.85

* Source: 1964 Statistical Bulletin, Bureau of Public Schools, Table 75 p. 90

APPENDIX TABLE 3
WASTAGE IN PUBLIC ELEMENTARY EDUCATION DUE TO RETARDATION
1954-1955 TO 1963 -1964 *

Grade	NUMBER OF PUPILS WHO FAILED TO GET PROMOTED										Average
	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	
I	81,062	88,484	88,103	84,347	102,152	116,548	121,806	110,026	131,511	126,149	105,019
II	57,701	52,712	50,762	50,041	51,534	69,484	71,469	53,200	58,581	68,586	58,407
III	49,466	48,276	45,295	47,966	52,305	67,909	70,751	50,735	53,518	45,182	53,140
IV	33,144	35,187	33,075	34,831	36,591	51,491	50,882	22,676	32,343	33,119	36,334
TOTAL(Primary)	221,373	224,659	217,235	217,185	242,582	305,432	314,908	236,637	275,953	273,036	252,900
V	21,245	24,259	22,486	27,259	24,262	37,079	39,857	20,806	19,101	17,497	25,385
VI	9,007	10,808	8,843	13,302	11,291	16,717	17,520	4,908	10,868	18,858	12,212
VII	-	-	-	0	0	0	0	0	0	0	0
TOTAL (Intermediate)	30,252	35,067	31,329	40,561	35,553	53,796	57,377	25,714	29,969	36,355	37,597
TOTAL (ELEMENTARY)	251,625	259,726	248,564	257,746	278,135	359,228	372,285	262,351	305,922	309,391	290,497
Per Pupil Costs	P48.60	P58.66	P57.89	P60.51	P58.90	P61.93	P76.27	P82.07	P89.73	P93.85	P68.85

* Source: 1964 Statistical Bulletin, Bureau of Public Schools, Table 76, p. 100

APPENDIX TABLE 4
NUMBER AND COST OF WASTAGE IN PUBLIC ELEMENTARY EDUCATION
1954-1955 to 1963-64 *

School Year	WASTAGE			Per Pupil Cost	COST OF WASTAGE		
	Dropouts	Repeaters	Total		Dropouts	Repeaters	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1954-1955	349,688	251,625	601,313	₱48.69	₱ 17,026,308.72	₱ 12,251,621.25	₱ 29,277,929.97
1955-1956	319,620	259,726	572,346	58.66	18,748,909.20	15,235,527.16	33,984,436.36
1956-1957	318,342	248,564	566,906	57.89	18,428,818.38	14,389,369.96	32,818,188.34
1957-1958	309,390	257,746	567,136	60.51	18,721,188.90	15,596,210.46	34,317,399.36
1958-1959	290,486	278,135	568,621	58.90	17,109,625.40	16,382,151.50	33,491,776.90
1959-1960	296,736	359,228	655,964	61,93	18,376,860.48	22,246,990.04	40,623,850.52
1960-1961	332,748	372,285	705,033	76.27	25,378,689.96	28,394,176.95	53,772,866.91
1961-1962	333,800	262,351	596,151	82.07	27,394,966.00	21,531,146.57	48,926,112.57
1962-1963	335,460	305,922	641,382	89.73	30,100,825.80	27,450,381.06	57,551,206.86
1963-1964	378,050	309,391	687,441	93.85	35,479,992.50	29,036,345.35	64,516,337.85
AVERAGE	326,432	290,497	616,229	68.85	₱22,676,618.53	₱20,251,392.03	₱42,928,010.56

* Source: 1964 Statistical Bulletin, Bureau of Public Schools Table 77, p. 101

APPENDIX TABLE 5
PERCENTAGE OF DROPOUTS AND REPEATERS IN PUBLIC ELEMENTARY SCHOOLS
1954-55 to 1963-64

School Year	DROPOUTS			REPEATERS		
	Male	Female	Total	Male	Female	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1954-55	-	-	10.67	-	-	7.96
1955-56	-	-	9.53	-	-	8.56
1956-57	-	-	9.05	-	-	7.79
1957-58	-	-	8.65	9.33	6.37	7.90
1958-59	-	-	7.64	9.45	6.27	7.92
1959-60	8.43	6.43	7.48	11.47	7.97	9.78
1960-61	9.32	7.21	8.32	11.57	8.62	10.15
1961-62	8.73	6.98	7.89	8.15	5.24	6.74
1962-63	8.11	6.40	7.30	8.81	5.43	7.18
1963-64	8.37	6.71	7.35	8.05	5.27	6.74

Source: B.P.S. Statistical Bulletins, 1955-1964.

Republic of the Philippines
Department of Education
BUREAU OF PUBLIC SCHOOLS
Manila

FOREWORD

When Mrs. Virginia Paraiso, Chief of the Social Development Branch of the National Economic Council, approached me to ask about the desirability of conducting an objective study on a national level, into the causes of dropouts from the elementary school, I was only ready to consent. For I knew that the situation in our schools whereby approximately 72 out of every 100 children who enter Grade I leave before completing Grade VI is one of considerable professional and individual detriment, not to say to economic loss, to our country and people. It is a situation that we cannot leave well enough alone.

There had been before several minor educational surveys of a somewhat sporadic nature, but this, the National Sample Survey, is the first which has been conducted scientifically and objectively of the National level. It is the product of the joint, cooperative efforts of the National Economic Council, the Department of Education and the Bureau of Public Schools, the University of the Philippines, and the Unesco, and theirs, I dare say, should be the satisfaction that comes from a job well done.

The comprehensive, objective results revealed in this surveys are of direct and extreme bearing upon all sections of the community, nay upon all sectors of the country, and as such should be brought before public attention. The recommendations in education especially, which show the need for the Department of Education and the Bureau of Public Schools to continue with vigour many of the reforms it has already embarked upon, should be of general interest. Indeed, this report is one of the best proofs of the oft-repeated statement that education is the business of all.

I consider this national sample survey truly worth-while and significant, and it is a privilege for me to commend its findings to the close and detailed study by all teachers, superintendents, and administrators who are engaged in the continual task of increasing the holding power of our schools- and, may I add, of reducing human erosion in our population.

(SGD.) VENANCIO TRINIDAD
Director of Public Schools

October 2, 1956

ANNEX A

A NATIONAL SURVEY INTO THE CAUSES OF CHILDREN DROPPING OUT OF PHILIPPINE PUBLIC SCHOOLS BEFORE COMPLETING GRADE VI IN THE YEARS 1952-53, 1953-54, and 1954-55

SYNOPSIS OF THE REPORT

CONTENTS

Page

The National Survey 12

Reasons for Children Prematurely Leaving School 13

1. Educational Causes 14
2. Economic Considerations 15
3. Home Influence 18
4. Health Factors 20

Employment Prospects 21

The Future 22

(Note: This Synopsis is a digest of the complete report on the National Survey.)

INTRODUCTION

The National Economic Council, realizing the human and financial wastage involved when approximately 72 out of every 100 children leave school before passing through Grade VI, initiated this National Sample Survey.

The Director of the Bureau of Public Schools established a committee to conduct the survey. This committee comprised representatives of the National Economic Council, the Bureau of Public Schools, the Field Staff, the University of the Philippines and UNESCO.

The findings of the committee are grouped under the four major headings of educational, economic, social and health factors.

The study presents the data obtained from the questionnaires, analyses the results and makes recommendations in an endeavour to improve the holding power of the schools.

The members of the National Survey Committee on Dropouts are as follows:

1. Mrs. Virginia Paraiso - National Economic Council
2. Mr. Thomas Wilson - National Economic Council UNESCO
3. Mr. Juan Burgos - National Economic Council
4. Dr. Tito Clemente - Chief, Statistical Division Bureau of Public Schools
5. Mr. Jose Aguila - Division Superintendent of Schools for Batangas, B.P.S.
6. Mr. Vitaliano Bernardino - Div. Supt. of schools for Pangasinan, B.P.S.
7. Mr. Abdon Javier - Div. Supt. of Schools for Rizal, B.P.S.
8. Mr. Antonio Maceda - Supt. of City Schools, Manila, B.P.S.
9. Mr. Jose Aguilar - Professor, University of the Philippines
10. Dr. Robert Van Duyn - Standford, University of the Philippines

Emiliano C. Ramirez, Chairman, Committee on National Survey on Dropouts
(Division Superintendent of Schools for Cavite)

THE NATIONAL SURVEY

SYNOPSIS OF STUDY

This National Survey in the causes of children dropping out of the public school before completing grade VI was conducted throughout the Philippines by a joint committee of the National Economic Council, the Bureau of Public Schools and the University of the Philippines.

1. An extensive questionnaire was the basis through which the data were obtained.
2. The replies were obtained by the interviewer visiting the homes of dropouts and discussing with them and their parents.
3. The study covered the three years 1952-53; 1953-54; 1954-55.
4. The total number of replies received was 16,183 from 43 divisions.
5. The method employed was that of the samples survey based on random selection. This involved the following steps.
    (a) A percentage was allocated to each division in proportion to the total number of dropouts during the three-year period, to the types of schools, and to ghe grades.
    (b) The names of dropouts were listed and numbered serially, the numbers placed in a container, and the names of the dropouts opposite the numbers drawn were the people interviewed.
    (c) The 16,183 replies were inflated to 1,141,511, the total number of dropouts in the philippines for the three-year period.

EDUCATION CREATES A FREE PEOPLE, BETTER CITIZENS, A BETTER ECONOMY, BETTER STANDARD OF LIVING

YET

THE DROPOUTS ARE A HUMAN AND ECONOMIC PROBLEM

- **10% do not enter school at all.**
- **75% of those enrolled in Grade I leave school some time before reaching grade VI.**

- 1,141,511 dropped out during three typical years 1953-55.
- 11% of the total elementary school population drop out annually.
- Less than 50% of all children are becoming functionally and permanently literate. #
- These wasted educational efforts result in a loss of ₱19 million annually.

- - -

THIS NATIONAL SURVEY ON DROPOUTS DISCLOSES THE NEED FOR
ECONOMIC REFORMS, EDUCATIONAL CHANGES, HOME ASSISTANCE,
HEALTH MEASURES
if this problem of
HUMAN EROSION
is to be overcome

- - -

WHY DO CHILDREN DROP OUT?

ECONOMIC IMPLICATIONS	- Reasons given by:	DROPOUTS	38%
		INTERVIEWERS (who collected data)	39%
EDUCATION FACTORS	- Reasons given by:	DROPOUTS	38%
		INTERVIEWERS (who collected data)	35%
HOME-SOCIAL CONDITIONS	- Reasons given by:	DROPOUTS	15%
		INTERVIEWERS (who collected data)	17%
HEALTH DISORDERS	- Reasons given by:	DROPOUTS	9%
		INTERVIEWERS (who collected data)	9%

This percentage is based on the data that 10% of the children of school age do not go to school and that 44% leave school before reaching grade VI.

EDUCATION

A MAJOR CAUSE FOR DROPPING OUT

599,356 dropouts give educational factors as a main reason for leaving prematurely, as follows:

Lack of interest in learning	281,374
Could not get required books	61,015
Distance to travel to school	43,028
Too old for the class	41,194
Onerous contributions	37,596
Did not like the teacher	31,248
Irregular attendance	24,618
Influence of bad companions	15,165
Frequent transfer from school to school	14,037
Difficulty with English	10,792
Other factors	39,289
TOTAL	599,356

WHAT SHOULD EDUCATION DO TO INCREASE THE HOLDING POWER OF SCHOOLS?

PROFESSIONALLY AND ADMINISTRATIVELY

- To identify potential dropouts, establish the visiting teaching system.
- Emphasize pupil adjustment and growth rather than credit accumulation.
- Further enrich and vitalize the curriculum to provide experiences that will meet the educational needs, interests, and abilities of individual pupils.
- Further humanize instructions so that students will have a greater sense of worthiness, status, and security.
- Develop a better understanding of the Filipino child based on their psychological and physical needs.

- Give greater prominence to diagnostic and remedial group and individual instruction.
- Continue the stress on the development of instructional units which are functional.
- Further adapt instructional materials and methods to the abilities and maturity of the pupils.
- As early as possible, identify pupils who are irregular in attendance and give them counselling to prevent dropping out.
- Give instruction in the local dialect in the early grades.
- Place the best teacher in Grade I.
- Study the possibility of placing increasing emphasis upon social and chronological age promotion.
- Provide elementary education in all grades.
- Continue supplementing textbooks with bulletins containing current indigenous materials.
- Re-examine all monetary contributions made by school children with the possibility of enforcing more strictly the Regulations concerning voluntary school contributions.

IN PERSONAL RELATIONS

- Associate closely with parents concerning all aspects of their child's educational preparation and personal adjustments.
- Educate the parents against following a traditional family pattern of late entering and of dropping out.
- Adopt a system of counselling and guidance that will recognize the needs, difficulties, and problems of the individual.
- Improve present counselling and guidance practices.
- Strengthen pupil-teacher-parent relationships.

ECONOMIC CONSIDERATIONS
A MAJOR CAUSE FOR DROPPING OUT

592,443 or 38% OF THE DROPOUTS give economic factors as a main reason for leaving prematurely.

OCCUPATIONS OF FATHERS

1. 85% of the occupations of fathers dropouts are within four categories- farmers, farm labourers, service workers, and labourers.
2. 54% are farmers and farm labourers.
3. Surprisingly, 8,466 fathers or .9% are professional or semi-professional people.
4. Of these, 5,080 or .5% are teachers.

INCOME OF HOUSEHOLDS

1. The median annual income of a dropout's household is below ₱ 300-400.
2. 27% of the households have an income below ₱200 annually.
3. 93% of the dropouts' families have smaller incomes than the average individual income of ₱1,225.
4. 85% of the dropouts' families have incomes smaller than that earned by one person on the lowest wage rate - ₱812.

FAMILY ASSISTANCE REQUIRED OF DROPOUTS

1. 118,009 or 7.5% state that a major economic cause for leaving was to help parents in home and farm duties.
2. 73,641 or 4.7 left school to augment the family income.
3. 21% of dropouts worked while attending school.
4. 49% of the dropouts come from disrupted homes.[1] Elder brothers and sisters take care of 53% of these homes.

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[1] disrupted homes in this study have specific reference to such homes with one or more of these causes: fathers deceased, mothers deceased, employment of both or either away from home, and strained relationship between parents.

COSTS ASSOCIATED WITH EDUCATION

1. Monetary contributions are expected of nearly all pupils.
2. The median yearly contribution expected from each child is approximately ₱4.
3. For large and indigent families these contributions are onerous.
4. Cost of book is given by 24,829 or 1.5% of the dropouts as a cause for leaving.

WHAT SHOULD BE DONE TO IMPROVE ECONOMIC FACTORS TO INCREASE THE HOLDING POWER OF SCHOOLS

EMPLOYMENT

1. Improve the position of lower working class groups.
2. Strengthen labour organizations still further.
3. Extend and improve technical help to all farmers.
4. Development of land to the point of production should be undertaken by the government.

INCOMES

The benefit of the basic wage law should be spread to as many people as possible.

EDUCATIONAL

1. Re-examine all school contributions through pupils.
2. Reduce costs of school materials.
3. Expand the system of vocational education through the school programme and include mobile vocational units for out-of-school youth.

HOME INFLUENCE

THIRD MAJOR CAUSE OF DROPPING OUT

THE HOMES OF THE DROPOUTS

DISRUPTION IN HOUSEHOLD

49% of the dropouts come from disrupted homes.

CAUSES	PER CENT
Fathers deceased	19%
Mothers deceased	13%
Strained relationships	12%
Employment away from home	5%

SIZE OF HOUSEHOLD

60% of the homes have 5 or more children.

39% of the homes have 7 or more children.

52% of the homes also include other persons.

62% of the children in the dropouts' homes are under 14 years.

Medium size of household is 6 persons.

INCOMES OF HOUSEHOLD

Lowest basic wage for individual worker is ₱812 annually, yet 85% of the total income of dropouts' households is even less than this.

The per capita income for our country is ₱354 annually, yet 53% of the income of the dropouts' household is even less than this.

SEX OF DROPOUTS

Of the total number of dropouts, boys far outnumber girls.

62% - boys
38% - girls

WHAT SHOULD BE DONE TO ASSIST THE HOME IN INCREASING THE HOLDING POWER OF SCHOOLS

PARENTS SHOULD BE EDUCATED ON:

1. The serious economic and social disadvantages of their children's early withdrawal from school.
2. The value of closer liaison between the school and the visiting teacher in identifying and solving problems of potential dropouts.
3. Effective planning of the family budget.
4. Advice to children on the disadvantages of early marriage.

HEALTH:

1. Establish more rural health units and provide free medical service to smaller income groups.
2. Expand social health service.
3. Explore the subsidized insurance scheme.
4. Give advice on pre-natal care to those requesting it.

SPECIAL PROGRAMME:

1. Seek the cooperation of civic organizations in granting assistance to indigent families.
2. Establish close cooperation between the visiting teacher and the Social Welfare Administration in granting aid to needy families.
3. Advance the social security programme of the government.

EDUCATIONAL:

1. Strengthen the home visitation programme to identify potential dropouts, arrange assistance, and give advice.
2. Continue modifying the curriculum to provide a more functional programme geared towards skills that will enable pupils finishing Grade VI to earn a living.

3. Extend the teaching of natural sciences and physiology.

4. Develop an apprenticeship system and intinerant mobile vocational units.

5. Expand adult education and community programmes to provide practical learning experiences that will meet economic and social needs.

LABOUR AND INCOME:

1. Expand benefit of basic wage law.

2. Safeguard fully the rights of the workers.

HEALTH

A FOURTH MAJOR CAUSE OF DROPPING OUT

ILLNESS:

9% or 138,323 dropouts state that ill health is a cause of dropping out.

ABSENCES FROM SCHOOL:

300,558 state that ill health is a cause for extended absences, which are a basic contributing reason for dropping out permanently.

WHAT SHOULD BE DONE TO IMPROVE THE HEALTH OF CHILDREN THEREBY INCREASING THE HOLDING POWER OF SCHOOLS

MEDICAL:

Conduct a medical examination of children every two years. Make arrangements to encourage and assist parents in giving the necessary home treatment.

Provide expert treatment in the local clinic, free of charge in necessitous cases.

EDUCATIONAL:

Provide a vigorous and a well planned programme of health education in the fields of diet, sanitation, and good health habits.

EMPLOYMENT PROSPECTS AND CONDITIONS: OF DROPOUTS

NATURE OF EMPLOYMENT:

Employed at home	47%
Not employed	34%
Self-employed	11%
Employed by someone	8%

OCCUPATIONS OF DROPOUTS:

1. Of those employed 97% are engated in unskilled or semi-skilled occupations.
2. Only .5% are engaged in middle group occupations - clerical, salesman, and craftsman.
3. 87% of those employed are engaged as agricultural labourers and domestics.
4. Only 8% are employed by someone.

THE GREAT MAJORITY OF THOSE EMPLOYED ARE ENGAGED IN UNSKILLED AND BLIND-ALLEY OCCUPATIONS.

CONDITIONS OF EMPLOYMENT:

1. The median hours of employment per day are 5 hours; 41% work less than 4 hours per workday.
2. The median workdays per week are 5 days; 24% less than 3 days per week.
3. The median weeks of work per month are 4 weeks; 25% less than 3 weeks per month.
4. The median amount of time employed per year is 5 months.

THE MAJORITY OF THOSE WHO WERE EMPLOYED WORKED ONLY ON A PART-TIME BASIS.

EXTENT OF EMPLOYMENT SINCE LEAVING SCHOOL:

1. 40% have had no work at all.
2. 14% are employed 1/4 of the time or less.
3. 12% are employed about 1/2 of the time.
4. 10% are employed about 3/4 of the time.
5. 24% have full-time employment.

DURING THE THREE-YEAR PERIOD ONLY 24% HAVE HAD FULL-TIME EMPLOYMENT.

PERMANENCY OF EMPLOYMENT:

69% of dropouts employed are not likely to have permanent jobs.

EARNINGS OF DROPOUTS:

1. Of the dropouts employed 92% receive less than the lowest basic wage of ₱2.5.
2. The median monthly wage of dropouts is ₱11 - 15.
3. Only 4% of the dropouts employed receive the basic wage of ₱4.

THE GREAT MAJORITY OF THOSE EMPLOYED ARE GROSSLY UNDERPAID.

SUMMARY:

1. 92% of the dropouts are either self-employed, employed at home, or unemployed.
2. Only 1/4 of the employed group have been employed full time.
3. A very large group are not employed at all.
4. More than 2/3 of those employed are in temporary jobs.
5. The great majority are in unskilled occupations.
6. Of those employed many are working for only a fractional part of the day or year; the median of total employment per year is 5 months.
7. The monthly median wage of those employed is only ₱11 - 15.

THE FUTURE

This National Survey on Dropouts is only the initial step in the solution of the problem of children prematurely leaving school. It has merely identified and analyzed the major causes and made recommendations.

In the future the improved holding power of the schools can only be assured if intensive local studies are cooperatively conducted, involving the individuals, the home, the school and all the local agencies and organizations of every community. It must become a local problem solved by local endeavour.

The National Survey can only be of real significance if at the local and national level leadership is given to ensure.

EDUCATION CHANGES, ECONOMIC REFORMS, HOME ASSISTANCE, HEALTH MEASURES
can overcome this
HUMAN EROSION

ANNEX B

THE DROPOUT PROBLEM IN THE PUBLIC ELEMENTARY SCHOOLS

Statement of the Problem

To improve the holding power of elementary schools, in the Philippines, there is a need to identify and analyze factors that influence pupils to drop out before completing Grade six. There is also a need to determine what characteristics distinguish the dropouts from the persisters for the purpose of identifying potential dropouts.

This study seeks to answer the following questions:

1. What proportion of Grade I enrolees in public schools complete Grade VI?
2. What intellectual and scholastic characteristics, if any, tend to distinguish dropouts from persisters in public elementary schools?
3. What non-scholastic characteristics, if any, tend to distinguish dropouts from persisters in public elementary schools?
4. What features in the educational programme of the public schools, if any, tend to distinguish elementary schools with low holding power from those with high holding power?
5. What characteristics of the community, if any, tend to be closely associated with the holding power of the elementary schools?
6. What predisposing and precipating factors, if any, lead to dropping out?

Design of the Study

To make the study manageable, it will be divided into six parts:

Part I - The holding power of public elementary schools in a school division for five school years.

Part II - Relationships between intelligence, school achievement and persistence in elementary schools.

Part III - Relationships between certain non-scholastic characteristics and experience of pupils and persistence in elementary schools.

Part IV - Relationships between certain features of the elementary school programme and the holding power of the schools.

Part V - Relationship of the nature of the community to the holding power of the schools.

Part VI - Case studies on the dropping out process.

Part VII - Summary and interpretations.

Sampling Procedure

1. Determine the types of municipalities found in the division, e.g. farming, fishing and urban.
2. Select at random one municipality to represent each type.
3. In each municipality selected, include all the schools, central and barrio, and all the classes in each school.
4. In the schools selected, list the names of pupils by class, (i.e. 1956-1957 to 1960-1961), who enrolled in Grade I but failed to complete the elementary course, indicating whether the pupils so listed had graduated late, were still in school, had transferred to another school, or had dropped out. Those in the last category would comprise the total dropout population of the school for purposes of this study.
5. Get a certain percentage, e.g., five per cent of the dropout pupulation in each school to be included in the study. The number of dropouts needed will then be selected randomly from the lists of dropouts in each school.
6. Pair the dropouts selected from each school with those who persisted in the same school with regard to year of enrolment in Grade I and sex. The latter should be randomly selected from the lists of entering Grade I pupils who were able to graduate from the elementary school. Thus, the five per cent sample of dropout and an equivalent number of persisters would constitute the sample for the school.

The number of dropouts and persisters selected from all the schools, central and barrio, in all the representative municipalities will constitute the division sample for this study.

Gathering of Data

Certain school personnel will be designated to secure personal data, for the dropouts and persisters selected, from the school records (including the cumulative records, permanent record cards, grading sheets, school registers, etc.), and from the teachers and administrators in schools. The following information, among others, will be secured for each entering Grade I pupils included in the sample:

a) Sex
b) Age at Time of Withdrawal
c) Last Grade and Month of School Completed
d) Per Cent of Time Absent
e) Number and Type(s) of Extra-Curricular Activities Enaged In
f) With Whom Living (Parent, Guardian, or Other)
g) Marital Status of Parents
h) Size of Family
i) Occupation of Father
j) Occupation of Mother
k) Education of Parents
l) Intelligence or Mental Ability Test Score
m) Standardized Achievement Test Scores
n) Scholastic Ratings in Each Grade
o) Elementary Grades Failed
etc.

Appropriate forms and evaluative instruments will be developed to elicit and/or organize above-listed information. These forms and instruments will be tried out and necessary refinements will be made after the research team will have evaluated independently the results of the try-out.

Every attempt should be made to secure complete information for all the pupils included in the sample. Where no information is available for a particular pupil, the name of that pupil should be discarded and the name of another pupil chosen using replacement sampling procedures. Where data are incomplete for a particular pupil, that pupil is to be retained in the sample even though parts of the total analysis could not utilize data for him.

The following data on school programmes will be secured for each of the schools included in the study:

1. Nature of Curricular Offerings
2. Programme of Extra-Curricular Activities
3. Guidance Facilities
4. School Plant
5. Teacher Morale
6. Pupil Morale

Data on the foregoing items will be secured through the use of rating scales to be developed by the research team.

A sample of from 80 to 100 subjects will constitute the case study sample. The dropouts to be utilized for this phase of the study will be selected on the basis of: (1) availability of the subject, and (2) complexity of the factors involved in the case.

PART I

THE HOLDING POWER OF PUBLIC ELEMENTARY SCHOOLS IN A SCHOOL DIVISION

This study will cover a period of five years, i.e. for school years 1956-1957 to 1960-1961.

To determine holding power, divide the number that graduated by the number that had enrolled in Grade I less the number that transferred.

Stratify schools as to enrolment so that it will be possible to determine the holding power of school of different sizes.

PART II

RELATIONSHIPS BETWEEN INTELLIGENCE, SCHOLASTIC ACHIEVEMENT AND PERSISTENCE IN ELEMENTARY SCHOOLS

The purpose of this phase of the study is to investigate differences in intelligence test scores, achievement test scores and scholastic ratings for samples of dropouts and persisters from a school division.

To have comparable indices of intelligence, scores on the same tests will be used. Scores on other intelligence tests will be converted to their equivalent scores in the intelligence test most commonly used in the division. A common measures of scholastic achievement will also be used, preferably a battery of tests which will measure not only what a pupil has learned but also how well he can use his present knowledge in acquiring, interpreting and evaluating new ideas, in relating new ideas to the old, and in applying broad concepts and generalizations to new situations or to the solution of problems.

If methods of giving grades in the schools will be found too diverse, the subjects may be classified as Below Average, Average, or Above Average, insofar as scholastic ratings are concerned.

The data on intelligence, achievement test scores and scholastic ratings for dropouts and for persisters will then be compared using appropriate statistical techniques.

PART III

NON-SCHOLASTIC FACTORS ASSOCIATED WITH DROPPING OUT

The purpose of this phase of the study will be to determine which non-scholastic factors, if any, actually distinguish dropouts from persisters in the public elementary schools of a division.

The factors studied will be those that have been found to have differentiated dropouts from persisters in previous investigations. Among these factors are absenteeism, participation in extracurricular activities, residence with parents or guardians during the period of schooling, marital status of parents, occupation of parents and educational attainment of parents.

Data on the foregoing factors will be secured from school records, from teachers and administrators in the schools and from community agencies which can provide the needed information.

Differences in these factors for dropouts and for persisters will be computed and the significance of the differences will be determined.

PART IV

RELATIONSHIP OF CERTAIN SCHOOL FACTORS TO HOLDING POWER

The purpose of this phase of the study is to determine the relationships between certain features of the school programme and the holding power of the elementary schools. The features of the educational programme to be studied are the curricular offerings, the extracurricular activities, the guidance programme, the school plant, teacher morale and pupil morale.

Rating scales for the appraisal of the above features will be prepared by the research team. For this purpose, reference may be made to Haye's "Guide to the Observation of School Factors."

In classifying the schools as to holding power, those schools with high holding power ratios in the upper one-third and those with low holding power in the lowest one-third will be selected. For each factor studied, a comparison of the scores of the high-holding group and the long-holding group will be made and the nul hypothesis tested.

PART V

RELATIONSHIP BETWEEN NATURE OF THE COMMUNITY AND HOLDING POWER

The purpose of this phase of the study is to find out if there are any characteristics of the community which affect holding power. The following aspects of the community will be studied: income, occupations, size or population.

The holding power of different classes of municipalities will be compared. Likewise, comparison of the holding power of municipalities with different occupations and population will also be made.

PART VI

THE PROCESS OF DROPPING OUT OF SCHOOL

Case studies will be made of 80 to 100 dropouts in the division for the school years, 1956-1957 to 1960-1961. Schools with different size enrolments will be represented in the sample. Subjects will be represented in the sample. Subjects will be selected on the basis of the adequacy of personal and family data available in their school records and their availability for interviews.

Each of the case studies will consist of certain objective information and a report on an interview with the subject. Three kinds of objective data will be secured for each subject: (1) personal information; (2) family information; and (3) school information. Items which have been found to discriminate between dropouts and persisters will be among the variables to be included in the study.

The second part of the case study will be the interview phase and will include descriptions of how the subject views the dropout situation, circumstances that led to dropping out, his ideas about how dropping out could have been prevented and other related information.

Among the questions to be asked during the interview will be the following:

1. What happened when you withdraw from school?
2. Was there a particular incident that happened at about the time when you withdraw from school?
3. When did you first consider quitting school?
4. How did the following people feel about your decision to quite school: family, teachers, principal, counselor, friends and others?
5. What did these people do when told of your plan?
6. Did you ever return to school again?
7. How did you feel about the following when you were in school: teachers, pupils, classes, extracurricular activities?
8. What type of recreation did you indulge in when you were in school?
9. How do you spend your leisure time now?
10. What do you do now?
11. How do you like your present job?
12. Taking everything into consideration, why do you think did you quite school?
13. What would have kept you in school?

The information obtained will be used to reconstruct the process by which each dropout was led to quite school. Then the number of case studies which follow each identified process will be determined.

ANNEX C

THE DROPOUT PROBLEM
IN ______________ ELEMENTARY SCHOOL

Statement of the Problem. The purpose of this study is to analyze the dropout problem in ______________ Elementary School. The specific questions for the study are the following:

1. In what month(s) and grade(s) are there relatively more dropouts?

2. What are the educational and social characteristics of the dropouts?

   (a) Where are there more dropouts; among the boys, or among the girls?

   (b) At what age are there more pupils dropping out? What per cent of the dropouts are overaged for their grade?

   (c) What is the mental ability of the dropouts? How does their average IQ compare with that of pupils in general?

   (d) How were they doing their work in school previous to dropping out? What per cent have repeated grades? What per cent were behaviour problems? To what extent have they participated in extra-curricular activities.

   (e) What activities do they engage in after leaving school?

3. What is the family background of the dropout?

   (a) What is the educational level of their parents? What is the parents' educational aspiration for their children?

   (b) What is the occupational level of the family? What is the average number of children in the family?

4. What reasons do pupils give for leaving school? Which of these reasons are home-centered? Which reasons are related to pupil-ability? to adjustment to school?

5. What factors are associated with dropping out?

Definition

A dropout, as defined in this study, is a pupil who leaves school before completing Grade VI for any reason other than the following: illness, death, or transferring to another school in or out of the district.

PROCEDURE

The normative-survey (cross-sectional method) type of research will be used in the study. Since this study is for a school only; all the dropouts with school will be included in the study.

Sources of Data

a) Form I

b) Form 137-B

c) Guidance records, Sociometric records

d) Tests; mental ability and achievement

e) Questionnaires for parents, teachers, and pupils

f) Interview to check on reliability of replies to questionnaires

Treatment of Findings

Data when collected will be presented in tables similar to the following. They will be interpreted in the light of the questions given under Statement of the problem.

Sample Tables only

Table I

MONTH OF DROPOUT

	Boys		Girls		Total	
	N	%	N	%	N	%
July						
August						
September						
October						
November						
December						
January						
February						
March						
April						
Total						

Table II

PER CENT OF DROPOUTS BY AGE

Age	Boy Per Cent	Girl Per Cent	Total Per Cent
7			
8			
9			
10			
11			
12			
13			
14 and above			
Median Age Boys		Median Age Girls	

Table III

AGE AND GRADE OF DROPOUT

Age	Grade I			Grade II			Grade III			Grade IV			Grade V			Grade VI			All Grades		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14 & above																					

Numbers below solid line represent pupils who are overaged for grade.

Table IV

MEDIAN DAYS ABSENT BY GRADE OF DROPOUT

Grade of Dropout	Boys Median	Girls Median
1		
2		
3		
4		
5		
6		

Table V

DISCIPLINARY RECORDS BY GRADE BY DROPOUT AND SEX

Grade of Dropout	Number of Dropouts	Per Cent for Whom Disciplinary Problems Were Reported		
		Rarely	Occasionally	Frequently
1				
2				
3				
4				
5				
6				

Table VI

OCCUPATIONAL LEVEL OF FATHERS

Grade of Dropout	Professional & Management N	Professional & Management %	Clerical & Sales N	Clerical & Sales %	Etc.
1					
2					
3					
4					
5					
6					

Table VII

PARENTS' MEDIAN YEARS OF SCHOOL COMPLETED BY GRADE OF DROPOUT

Grade of Dropout	Father	Mother	Fathers and Mothers
1			
2			
3			
4			
5			
6			
All grades			

Table VIII

EMOTIONAL MATURITY BY GRADE OF DROPOUT AND SEX*

Grade of Dropout	Below Average		Average		Above Average	
	N	%	N	%	N	%
1 Boys						
Girls						
2 Boys						
Girls						
3 Boys						
Girls						
4						
Boys						
Girls						
5 All Grades						
Boys						
Girls						

* Data in this table will be presented graphically.

Table IX

REASONS FOR LEAVING SCHOOL

Reasons	Number Reporting			Per Cent Reporting		
	B	G	T	B	G	T
Category - Student Ability						
No longer profit						
Failure						
Limited ability						
Overage for class level						
School programme does not meet needs						
Category - Home Centered						
Help support family; Work at home						
Parental pressure						
Family conflict						
Category - Adjustment to School						
Dislike school						
No desire to learn						
Unable to adjust to school						
Expulsion						
Others:						